

Caboolture State School

School Review Report



School
Improvement
Unit



Queensland
Government



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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 **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.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school leadership team is united and committed to improving learning and wellbeing outcomes for all students in the school. Conversations with staff members reveal high expectations for all students in learning, behaviour, attendance and wellbeing.

The school has identified a range of priority areas as central to its EIA and these have been communicated to the school community through the school's newsletter, parent liaison officers and Parents and Citizens' Association (P&C) meetings. Conversations with P&C members and parent liaison representatives indicate support for the school's priorities. Staff members are committed to continuing to improve the quality of teaching and learning for the full range of students at the school.

School leaders articulate an EIA that encompasses embedding explicit teaching of oral language, implementing STEM, improving attendance rates, improving mathematics pedagogy and implementing higher order thinking in all curriculum areas.

The school's strategic documents recognise the need to maintain high expectations for student achievement in writing, reading, place value and enabling students to take responsibility their own learning.

Staff members speak positively about their students and actively seek ways to remove obstacles to learning. They articulate their belief that all students can learn successfully if provided with timely and appropriate support. All staff members work to provide calm and intentionally inviting classrooms where students experience a sense of safety, belonging and success.

Conversations with parents and members of the wider community indicate that the professionalism and dedication of staff members are strongly valued within the community.

School leaders have reviewed current and longitudinal school data sets together with anecdotal and contextual data to understand student needs, achievement levels and trends over time. This data has been utilised to develop the EIA.

The principal is strategic in utilising the skills and talents of school leaders, staff members and other available resources to support the EIA.

The Annual Implementation Plan (AIP) reflects the school priorities for 2018 and articulates school-wide strategies for implementation within set time frames. Most teaching staff members are able to articulate the major components of the EIA with some able to explain why this agenda is a priority focus area for the school.

A clearly articulated leadership model including explicit roles and responsibilities is apparent in school documents and is driving the improvement agenda.



Targets for improvement in the National Assessment Program – Literacy and Numeracy (NAPLAN) areas are documented. School-wide targets for attendance and Levels of Achievement (LOA) are established and detailed in strategic school documents.

Most teachers are able to identify learning goals for their class. The articulation of year level targets relating to the priority areas of the school's improvement agenda is consistent across the school.

Some processes for systematically monitoring progress towards published school targets and evaluating strategies for effectiveness across aspects of the EIA are apparent and identified by some staff members.

Special education staff members supported by the Head of Special Education Services (HOSES) work with teachers in tracking and monitoring the progress of students with disability in relation to the school's improvement agenda.

Improvement strategies

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

Build on processes to review and closely monitor the effectiveness of high-yield programs to ensure they are achieving improvement in the priority area.



3.2 Analysis and discussion of data

Findings

The school leadership team clearly articulates a belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda and to classroom planning for effective learning.

The school has developed and implemented a systematic assessment schedule that details the data tools to be utilised and the timelines for data collection.

Student data from standardised assessment is stored centrally in OneSchool as is student end of semester LOAs. Staff members' ability to utilise the OneSchool dashboard facility to access student data varies across the school.

An analysis of the school's NAPLAN results and the school's LOAs appears to indicate an inconsistency regarding student outcomes. The leadership team is aware of the need to interrogate the relationship between various elements of the school's data sets.

The analysis of data is a focus of year level Professional Learning Community (PLC) meetings on a regular basis. Teachers report that they engage in regular informal discussions relating to student achievement data.

The development of 'Show Me' assessment processes relating to the number strand in mathematics is an emerging practice across the school. Year level cohorts work together to develop simple and complex questions relating to the unit to be taught. The questions are used as a pre-test with the same test administered at the conclusion of the unit. Some teachers are able to clearly articulate how this data impacts on their teaching practice.

Regional support staff worked with school staff members to unpack and analyse the school's data profile and support the development of teachers' data literacy skills.

All teachers make reference to utilising data to assist in making judgements relating to student progress and to identify structural differentiation for groups of students. A more comprehensive and sophisticated use of data to inform all stages of the teaching and learning process is yet to be embedded across the school.

Student behaviour and social and emotional wellbeing data is recorded on OneSchool. This data is used to inform future school-wide behaviour management and operational decision-making processes.

The 2017 Semester 2 school data profile indicates that the Year 3 NAPLAN participation rates in 2008 ranged from 94.6 per cent to 97.3 per cent. This compares with the 2017 participation rate range of 78.9 per cent to 80.3 per cent.

Year 5 participation rates in 2008 ranged from 94.1 per cent to 95.6 per cent. This compares to the 2017 participation rate that ranges from 73.5 per cent to 75.5 per cent. The principal reports a local media focus on parents' ability to withdraw students from NAPLAN testing in



2017 impacted on student participation rates. There is a strong school-wide expectation that participation rates will increase in 2018.

2017 NAPLAN data indicates Year 3 Upper Two Bands (U2B) achievement is below Similar Queensland State Schools (SQSS) in all strands. Year 5 U2B performance is similar to SQSS in reading and writing and below in the other strands.

Year 3 Mean Scale Score (MSS) achievement is similar to SQSS in reading and numeracy and below SQSS in writing, spelling and grammar and punctuation. Year 5 MSS achievement is similar to SQSS in reading, writing, spelling and numeracy and below in grammar and punctuation.

Year 3 achievement at or above the National Minimum Standard (NMS) in 2017 NAPLAN assessment is above Queensland State Schools (QSS) in numeracy and below QSS in spelling, writing, reading, and grammar and punctuation. Year 5 NMS achievement is above QSS in numeracy and below QSS in all other strands.

Relative gain 2015-2017 Year 3 to Year 5 is similar to SQSS in reading, writing and numeracy and below SQSS in spelling, and grammar and punctuation.

Closing the Gap data for Year 3 reading indicates the mean score of Indigenous students is 35 scale points below that of their non-Indigenous peers.

85 students across Prep to Year 2 received a 'D' or 'E' equivalent in English in Semester 2, 2017.

Primary responsibility for tracking the progress of students with disability in comparison with their year level cohorts rests with classroom teachers with support from special education staff members.

The school seeks transition statements from local kindergartens and parents, with some statements being received from early years providers. This information is used by the school to support student transition to Prep.

Improvement strategies

Investigate the relationship between LOA, systemic and other school-wide assessment data to ensure alignment of outcomes against agreed standards.

Engage all teaching staff in ongoing Professional Development (PD) to ensure that data literacy skills enable a deep understanding of data to inform teaching practices.



3.3 A culture that promotes learning

Findings

The school values and celebrates the diversity of their community whilst providing a learning environment for all students that is safe, respectful, tolerant and inclusive. This is demonstrated through interactions between staff and students and in particular the student and parent interactions with the principal. The principal has a deep knowledge of all students and is respected personally and professionally by all parents interviewed.

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

Staff members promote and maintain an environment reflective of the expectation that all students will learn successfully. Strategies to preserve and enrich high expectations for student achievement and wellbeing across the school have been identified as an area of high priority by the leadership team.

High expectations for attendance are apparent across the school. Student attendance is monitored by class teachers and members of the administration team. Same day contact is established to alert parents of students who are absent from school and is initiated by a dedicated staff member in consultation with the principal. Staff members articulate that the newly developed year level team structure provides an environment conducive to improved attendance rates through the consistency of staff members available to support students.

The current attendance rate is 89.4 per cent with 24.8 per cent of students attending less than 85 per cent of the school year. The current attendance rate for Indigenous students is 88.4 per cent with 28.7 per cent of these students attending less than 85 per cent of the school year. The school leadership team works hard to provide appropriate support to families where school attendance levels impact on students' learning and wellbeing.

Positive, strong and caring relationships are apparent between staff members across all sectors of the school. School Disciplinary Absences (SDAs) have been decreasing over time, with no SDAs reported in 2017.

The Responsible Behaviour Plan for Students (RBPS) provides teachers and students with a framework for maintaining a safe and supportive school environment. The plan was revised in 2016.

The RBPS articulates the aim to achieve a safe, supportive school environment through the key areas of learning, living and caring.

The community has identified five expectations to promote high standards of responsible behaviour. These are *'Be courteous, Be respectful, Be prepared, Be responsible and Be environmentally aware'*.



RBPS artefacts are displayed throughout the school. Staff members review data and explore practices and strategies to meet the needs of students.

A weekly behaviour focus is communicated across the school community and explicitly taught in all classrooms through the use of Y Charts. Staff members and students indicate that consequences for inappropriate student behaviour are understood and consistently applied across all areas of the school.

The management of behaviour in the school is enhanced through mutual respect developed through a deep knowledge of students and their personal family backgrounds.

The school views parents and families as integral members of the school community and partners in student learning. The school community is highly supportive of the school and there is a growing intergenerational connection with the school, including both students and staff members. Teachers indicate that authentic parental engagement remains a challenge in most classes.

SOS 2017 results indicate that overall parent satisfaction with the school is at 96.8 per cent and compares to 92.4 per cent for the Like Schools Group (LSG). Student overall rating for all survey items is 92.0 per cent and compares to 92.4 per cent for the LSG. Staff member overall satisfaction level is 96.9 per cent, with the LSG recording 89.5 per cent satisfaction.

High levels of trust are apparent across the school community. Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs. A wide range of stakeholders reports that the principal has a deep understanding of all students and the issues that affect their daily life. Interactions between staff members, students, parents and families are caring, polite and inclusive.

A strong collegial culture of mutual trust and support is apparent amongst staff members. A willingness of staff members to invite colleagues and leaders into their classrooms to observe their teaching is apparent.

Students and staff members have an obvious sense of belonging and pride in the school and visitors are made to feel welcome. The classrooms are attractive and stimulating and project an expectation of success in learning.

A chaplain supports the school community three days a week. The chaplain has worked in the school for eight and a half years and has a deep understanding of student and family needs across the school. Support is provided for individuals or small groups of students according to identified needs. The chaplain supports the school's Breakfast Club.

The building of a culture of inquiry and innovation is in its early stages with an emerging focus on the use of Information and Communication Technology (ICT) including coding and robotics. A strong emphasis on developing creativity, problem solving and independent learning is developing. The school is currently working to acquire additional staff to maintain and enhance this work.



Improvement strategies

Continue to build a culture of high expectations for student learning, behaviour and attendance.

Continue to develop strategies that engage parents as partners in students' progress.



3.4 Targeted use of school resources

Findings

The leadership team gives priority to understanding and addressing the needs of students and allocating human and financial resources to meet those needs.

The school effectively utilises its physical environment and available facilities to maximise student learning.

The principal makes strategic and operational decisions regarding curriculum, teaching and learning in consultation with key staff members to ensure that appropriate funding is provided to enhance student learning.

Significant resources are invested each year to maintain the school's facilities. The ageing nature of some of the school buildings and the complexities of maintaining the related infrastructure is providing a challenge for the school.

The school budget is developed collaboratively by the principal and Business Manager (BM) with input from other key staff members. Systematic processes to monitor and evaluate the allocation of human and financial resources in priority areas to determine their impact on student outcomes are emerging.

The principal and BM meet regularly to discuss the budget including adjustments, resource allocations and purchasing requirements. The budget aligns to the school's improvement agenda. The current bank balance is \$863 967.

In 2018 the school will receive Investing for Success (I4S) funding of \$379 927. These funds will support the continuing implementation of personalised learning and support plans for identified students, providing opportunities for all staff members to access PD opportunities, delivering intensive small group support for students, and providing parent education programs.

The leadership team has led a trial restructure of year level teams to include dedicated teacher aides and a support teacher in every year level. This process is providing consistency of support staff, the ability to more effectively fill emerging staff absences and support student needs.

The student services team guides the development and implementation of whole-school intervention programs that support the additional learning needs of identified students. School leaders identify the need to develop teacher expertise and programs to support the learning of high achieving students.

Classroom teachers are provided with an allocation of curriculum release time each term. Teachers speak positively of the time provided for planning with their year level colleagues.

Most teachers indicate that the school allocates appropriate resourcing to classrooms to effectively implement the curriculum. Year levels are provided with an annual budget to



support the purchase of additional classroom resources. Processes are established that allow teachers to seek additional resources if required.

Teacher aides play an important and valued role in classroom support, intervention programs, and wellbeing support. They are assisted in this work through the school's PD program and their Annual Performance Development Plans (APDP). Teacher aides articulate that they feel valued as authentic partners in the school's instructional teams.

ICT is apparent in the school. Laptops and some desktop computers are available for student use. The use of information technology varies across the school according to individual staff member expertise.

Teachers present their classrooms as inviting places in which to learn. Artefacts to support student learning and displays of student work are apparent in classrooms.

The school has a P&C. This group is responsible for managing the school's tuckshop that is provided as a service for school families.

Improvement strategies

Systematically monitor and evaluate the effectiveness of school programs, processes and targeted resources in achieving improved student outcomes.

Consider future resource allocations to enable the sustainability of roles critical to the improvement of student achievement, curriculum and teaching.



3.5 An expert teaching team

Findings

There is evidence that the principal and other 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.

The school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improved student learning.

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 for the individual. 96.4 per cent of students participating in the 2017 SOS agree with the item 'My teachers expect me to do my best'.

Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice through a range of collaborative processes are commonplace. In team meetings there is an emphasis on the analysis of student work and on teaching strategies for improving student learning.

A new year level team structure introduced in Term 1, 2018 aims to support all staff members to improve and expand curriculum and pedagogical knowledge across a specific year level. This model involves having an additional support teacher and two regular teacher aides per year level to cover all key learning areas as a team.

Year level teams, including the support teacher and teacher aides are released for a half day planning meeting each term to reflect on achievements, further improvements required and to create a sense of team. A recent Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis by all staff members will help enable the school leadership team to refine processes regarding year level teams and Fly In Squads.

The school participates in the Morayfield Teacher Education Centre of Excellence (MTECE). The centre provides a final year of intensive training for selected fourth year preservice teachers with an emphasis on catering for students from low socioeconomic backgrounds.

A recent graduate, who is a current staff member, undertook the MTECE program. Beginning teachers and teachers new to the school are supported through induction and mentoring processes.

The school has an established and documented whole-school professional learning plan and associated budget to support local and system priorities. The school values agreed procedures for ongoing induction and support in teaching and learning for all staff members. New teachers report their appreciation of the time and resources allocated to support their induction. The professional learning plan includes the AIP priorities, the timeline for the focus and the specific area of PD related to each priority.



All staff members have an Annual Performance Development Plan (APDP) that outlines their targeted learning outcomes and improvement to their teaching practice. Staff members speak positively of the opportunities to participate in the process of developing APDPs.

Teacher aides are considered an integral part of the teaching team across the school and have been involved in PD and performance development linked to the school priorities.

Professional learning is viewed as a collaborative process that provides opportunities for feedback, observation of practice and development of PLCs. Regular scheduled PLC meetings are conducted with the deputy principals.

The principal and deputy principals conduct regular walkthroughs providing formal and informal feedback to teachers.

An allocation of funds from the I4S initiative ensures the provision of extensive PD for teaching staff and teacher aides. This is enabled through the continuation of PLCs, peer observations and feedback in targeted areas in literacy and numeracy.

The principal and leadership team conduct formal instructional rounds with a specific focus on areas including Essential Skills for Classroom Management (ESCM), the effective use of Kabul Boards, the implementation of Fly In Squads and the use of Higher Order Thinking Skills (HOTS). Further development to enhance instructional leadership, including feedback regarding professional practice is recognised by the leadership as an emerging focus.

A cycle of enquiry model is utilised as a tool to plan and review progress of all working parties to ensure processes are understood and effective. All teachers are members of at least one working party that meets twice per term to plan and implement strategies relating to goals set at the commencement of 2018. The working parties are based on school priorities and include pedagogical practices, differentiation, and attendance.

Teachers are encouraged to develop collaborative processes within year levels to facilitate the sharing of best practice and moderation of student learning progress. The school works to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of teachers.

A peer observation process led by the master teacher provides teachers with an avenue to observe each other's practice. A systematic mentoring and coaching program is not yet a school-wide process.

Staff members express enthusiasm regarding their work in classrooms. Classroom teachers have created stimulating classroom environments with displays of student work and expectations for conducive learning apparent in each classroom. The school leadership team is considered by staff members to be supportive of the day-to-day practice and learning of teachers.

Roles and responsibilities of all staff members including the leadership team are documented and all teachers understand and are able to articulate their roles in the development of a culture of continuous improvement.



Improvement strategies

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.

Continue to refine the year level team processes and Fly in Squads to ensure consistent and relevant practice across the school.



3.6 Systematic curriculum delivery

Findings

The school has an explicit, coherent, sequenced plan for curriculum delivery across Prep to Year 6. The plan makes clear what and when teachers should teach and students should learn. The principal and teaching team members express a commitment to implementing curriculum units relating to learning areas aligned to the AC.

Assessment processes are aligned with the curriculum and all teachers adhere to the Curriculum and Assessment Overview 2018. This whole-school summative assessment plan has been developed from the adapted Curriculum into the Classroom (C2C) units for the AC learning areas of English, mathematics, science, Humanities and Social Sciences (HASS), Health and Physical Education (HPE), and technologies.

The Head of Curriculum (HOC) position has been upgraded to a deputy principal - curriculum. The deputy principal works alongside teachers in the development of curriculum units that include school priorities of HOTS mathematics pedagogy and Read to Learn (R2L) concepts. Teachers report they value the dedicated release time provided to plan their curriculum units.

Four levels of strategic documentation are developed to guide curriculum planning processes at the school. These include a whole-school curriculum and assessment overview, a term planning guide, a term content focus and a R2L plan for writing. R2L is a set of strategies that enables teachers to support all students in their classes to read and write. In the R2L program teachers track their students' literacy growth by assessing their writing.

Opportunities are provided to year level teams to meet regularly during the staff meeting process to continue developing and refining their curriculum units. These curriculum meetings are led by the team facilitator and are frequently supported by the assigned member of the leadership team.

Classroom teachers report more consistent implementation of curriculum units has occurred since the introduction of collaborative curriculum planning processes with year level colleagues and school leaders.

Processes to quality assure the school's curriculum against the content descriptions and achievements standards of the AC occurs through the work of the deputy principal.

The development and adaptation of curriculum units aligned to the AC that are locally relevant and quality assured for balance and coverage against content descriptions and achievement standards is an emerging practice for teachers.

There is a comprehensive range of curriculum resources and support materials being developed that are stored on the school's G drive. Teachers value these curriculum unit planning and implementation resources.



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 is yet to occur.

A formal written report is issued to parents and care givers at the end of each semester. Information regarding students' curriculum achievement and progress over time is provided in the written report and parent teacher interviews are offered to discuss student progress.

Following consultation with staff members, the Gubbi Gubbi Aboriginal Elders and the Aboriginal community, a new program was introduced at the commencement of 2018. The program provides students in the Prep Year and Years 4, 5 and 6 with access to specialist lessons in the Ngara language. A classroom teacher who is a member of the Gubbi Gubbi Aboriginal community leads this program.

A designated classroom provides an open and welcome learning area where students are able to learn the Ngara language and experience the culture of the local Indigenous community. Selected students have been invited to perform a traditional dance at The Planting Festival at Jinibara. Students interviewed articulate that they enjoy the program and appreciate the cultural activities offered.

Students have access to a range of sporting activities and cultural opportunities, including instrumental music and Aboriginal dance. The school has a camping program for students in Years 5 and 6. Students participate in interschool sports through district Gala days involving soccer, touch football, Australian rules football, rugby union and rugby league. Students in Years 4, 5 and 6 are involved in LIFE academies on a rotational basis for 80 minutes per week. The rotations include sport, dance and music.

The school offers a kitchen garden program to students in Years 5 and 6 through the Stephanie Alexander Kitchen Garden (SAKG) initiative. A purpose-designed kitchen in the senior school area provides students with the opportunity to learn about using herbs and plants grown in the garden.

It is expected that STEM is a focus in all classrooms. Computer laboratories and laptops are utilised at all year levels to support the teaching and learning programs with laptop trolleys viewed as an important resource. Students endorse the use of computers and other technologies for learning, with 97.3 per cent of students agreeing with the 2017 SOS statement 'I can access computers and other technologies at my school for learning'.

Improvement strategies

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

Continue to develop quality assured and locally relevant curriculum units aligned to the AC.



3.7 Differentiated teaching and learning

Findings

The principal and staff members have developed and support an inclusive culture at the school. School leaders encourage the tailoring of teaching to meet the needs of all students and teaching staff members are committed to every student succeeding. Support for individual students to maintain their learning program is apparent across the school.

Support for students with disability and other students with diverse needs centres on an inclusive class-based support model. Specialist teachers and teacher aides provide assistance in classrooms to support the learning needs of these students. Conversations with some staff members indicate that the current year level team structure is supportive of this model.

The school operates a student services committee to cater for higher level differentiation discussions and planning. Differentiation is apparent across all year levels and classrooms.

The school has developed a comprehensive differentiation record planner that is embedded across the school. All staff members maintain a strong focus on differentiation.

Structural differentiation, based upon data analysis, is apparent in classrooms to address the needs of students. The commensurate differentiation of pedagogy to meet the needs of students, particularly for lower achieving students is apparent in most classrooms. The leadership team recognises the need to develop a stronger focus on differentiation for higher achieving students.

Teachers have a strong understanding of the Individual Curriculum Plan (ICP) process across the school. Class teachers are responsible for ICP development, with the support of the HOSES. This process provides teachers with a strong ownership of ICP development and a robust understanding of their students' needs. Greater parent engagement in the ICP process is an emerging school priority.

The master teacher works closely with identified staff members assisting in analysing data and supporting teachers and class teaching teams to effectively differentiate for the full range of students. The master teacher assists with the tracking of students against benchmark expectations and discusses appropriate improvement strategies with teachers.

A differentiation working party operates to support all staff members in improving student learning outcomes through the use of effective differentiation practices.

Individual and class learning goals are apparent across all classrooms with teachers demonstrating a deep knowledge of their students' learning journey.

Students identify that teachers effectively tailor the level of difficulty of class learning to challenge and not threaten students and that teachers encourage and support persistence with learning.



The school currently has six students enrolled under flexible arrangements. All flexible arrangements are clearly documented and are short-term with a defined review date. All flexible arrangements are supported and endorsed by the parents of these students.

Improvement strategies

Maintain and enhance the inclusive approaches to student support across school involving all key stakeholders.

Support classroom teachers in planning differentiated learning experiences for high achieving students.



3.8 Effective pedagogical practices

Findings

The school improvement agenda includes a focus on embedding current practices and pedagogies. These include monitoring unit learning goals linked to the curriculum, maintaining personal learning goals for individual students and ongoing PD to support and embed R2L pedagogy across all classrooms.

Classroom teachers and the school leadership team are committed to the development of effective teaching and learning practices across the school. They recognise that quality teaching is crucial to improving student outcomes and focus on structured pedagogical approaches to support the improvement agenda. Embedding explicit teaching of oral language in all classrooms and improving the pedagogy of mathematics lessons through PD and coaching is a current priority.

The facilitation of HOTS in all curriculum areas is considered non-negotiable amongst the leadership team. Students taking responsibility for their learning, using learning goals and improving students' reading through Fly In Squads are regarded as essential elements of the teaching and learning program. Fly In Squads are timetabled to occur four times per week with four groups in each classroom.

The pedagogical framework is documented and published widely. Research, based on Robert Marzano's¹ 'The Art and Science of Teaching' (ASoT), informs the pedagogical framework to be implemented in every classroom. It provides an overview of the steps, models of delivery and theory behind the expectations of the school.

Learning Goals and Success Criteria are created for each year level. Learning Goals provide students with a clear understanding of what they are expected to achieve in order to demonstrate mastery of the unit being taught. Success Criteria provide students with a guide to what they need to be able to do to attain the learning goal. Success criteria and learning goals are developed in English, mathematics and science for each year level.

Teachers and students indicate that focused and timely feedback to students regarding their learning is developing across the school. Students indicate that positive verbal feedback is provided by teachers and teacher aides to support them in their learning. The use of written and verbal feedback by teachers that clearly identifies the next steps in learning varies across the school.

Teachers express their appreciation for the Sheena Cameron² Oral Language Workshop to enhance the pedagogy of speaking and listening. Teachers are expected to trial ideas, lead professional conversations and share success and best practices sourced from the 'Oral

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.

² Sheena Cameron. (2015). Retrieved from <http://sheenacameron.com/> (Practical resources to support your literacy teaching.)



Language Book' by Sheena Cameron and Louise Dempsey³. The use of 'Show Me' sessions at PLCs are valued by many staff members.

Consistent school-wide implementation and understanding of appropriate pedagogical content knowledge are 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.

The enhanced line management strategy utilised by the school in 2018 is appreciated by classroom teachers. This strategy allocates year levels to the principal and two deputy principals. School leaders, including the principal, spend time working with teachers providing some feedback on teaching and, where appropriate, modelling effective teaching strategies.

Improvement strategies

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.

Develop and implement a school-wide process to provide regular and timely feedback to students that makes clear what actions they can take to make further learning progress.

³ Cameron, S., & Dempsey, L. (2016). *The Oral Language Book*. S&L Publishing.



3.9 School-community partnerships

Findings

The school actively seeks ways to enhance student learning through fostering productive community relationships. Established partnerships with local community members, education providers, businesses and community organisations provide support and access to resources and services that enhance learning opportunities for students.

Strong community partnerships and levels of community support, participation and engagement are demonstrated through links with organisations including the parent liaison body, Coles and Woolworths supermarkets, Adopted Grandparents, Caboolture Central Early Learning Centre, Adopt-a-Cop, the Caboolture Neighbourhood Centre and the Act for Kids organisation.

The school's breakfast program operates on three mornings each week. Students, and parents as the need arises, are provided a healthy breakfast by local grocery stores. This partnership responds to the financial and physical needs of families and contributes to the academic success of students.

There is a level of local community pride in the school that embraces the school's history and traditions that in some cases are shared through generations of attendance at the school.

Conversations with a range of stakeholders indicate a strong desire to enhance parental involvement across the school as a means of developing deeper family-school partnerships.

The school has developed significant links with local early childhood providers. The school-based transition programme includes school transition days and information sessions.

The main feeder early childhood centre for the school is the Caboolture Central Early Education Centre. The centre links with the school through the provision of before and after school care and the teaching of an Indigenous language. Staff members from the centre and the school report a willingness to investigate opportunities to further strengthen this partnership with the aim of enhancing students' pre-Prep experience and their transition to Prep.

Feeder secondary schools include Tullawong State High School, Morayfield State High School and Caboolture State High School. Transition programmes that operate include those between the school and Tullawong State High School and Caboolture State High School.

The school utilises a range of communication protocols and practices including a newsletter that is sent to stakeholders. The school additionally communicates with the community through the school website, electronic noticeboard and Facebook page.

The school has a strong commitment to Indigenous education and student learning outcomes. The principal maintains productive links with local Aboriginal Elders and the



school provides students the opportunity to learn an Indigenous language and exposure to Indigenous culture including traditional dance.

The school chaplain is a highly valued and key community contact within the school. The chaplain provides social and emotional support for staff members, students and their families.

Improvement strategies

Continue to develop partnerships with local kindergarten and day care providers that are mutually beneficial to transition arrangements and school expectations.

Develop strategies to increase and enhance the involvement of parents and community in school programs and activities.