

# Caboolture State 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 Education Improvement Branch (EIB) at **Caboolture State School** from **24 to 28 March 2022**.

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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Scott Medford	Internal reviewer, EIB (review chair)
Leah Mullane	Internal reviewer
John Enright	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Gubbi Gubbi
<b>Location:</b>	George Street, Caboolture
<b>Education region:</b>	North Coast Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	394
<b>Indigenous enrolment percentage:</b>	26.6 per cent
<b>Students with disability percentage:</b>	21.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	887
<b>Year principal appointed:</b>	2007



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, head of inclusion, Business Manager (BM), 18 teachers, 16 teacher aides, two administration officers, guidance officer, Speech Language Pathologist (SLP), school officer, two school cleaners, 72 students and 19 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) representative, 'adopted grandmother' from Bolton-Clark Fernhill Retirement Home, Act for Kids and Indigenous Elder.

Partner schools and other educational providers:

- Caboolture Central Early Learning Centre, Beachmere State School and Caboolture State High School.

Government and departmental representatives:

- Councillor for Moreton Bay Regional Council, State Member for Morayfield, Federal Member for Longman and ARD.



## 2. Executive summary

### 2.1 Key findings

**The leadership team is united in leading a child-centred school where all children are understood and feel part of a community.**

Teachers articulate valuing their role as educators in the community and a positive collective efficacy exists across the staff. The school has made efforts to understand the contextual needs of students and school leaders prioritise the removal of barriers to improve student attendance and to be at school every day. Local businesses work with the school to provide all students with the annual booklist requirements, and new Prep students with a full uniform on enrolment. This ensures that students have the appropriate equipment and that equal opportunity exists for all students to commence school with the essential materials required.

**Staff express the belief that every student is capable of successful learning.**

The school vision and mantra of doing '*whatever it takes*' permeates many of their actions, particularly in the social and emotional, and welfare aspects of the school. The leadership team articulates that building and maintaining positive, caring relationships within the school and community are an ongoing core priority. Students indicate that staff members help them to improve their learning and frequently make learning engaging and fun. Teachers articulate that a high level of collegiality and support exists within each year level and throughout the school. Parents speak of the positive relationships fostered between teachers and their child, and the openness of teachers to discuss successes, areas for improvement, or any general concerns that may arise.

**School leaders identify that they have worked with research to support actions of the Explicit Improvement Agenda (EIA).**

Three committees have been developed to support the EIA. Behaviour, inclusion and curriculum teams work on supporting the whole school in achieving actions aligned to the EIA. The curriculum committee comprises year level curriculum coordinators to support the school's approach to consistently implementing curriculum across year levels. Staff express the belief that an improved understanding of the whole-school leadership roles and responsibilities will assist in embedding identified priority areas of the school.

**Teachers work to deliver curriculum units that are engaging and relevant to students.**

Teachers describe the modification of curriculum units to suit the needs of students and the context. Modifications to curriculum planning and assessment tasks are quality assured by the principal for alignment to the curriculum. A moderation schedule within the whole-school curriculum plan outlines the time and expectations for moderation throughout the school year. Some school leaders express a desire to extend moderation to a four-phase process including 'before, after, after, end' phases. Moderation practices that include unpacking of assessment tasks and demands before moderation, and reaching a consensus on an overall Level of Achievement (LOA) for a student portfolio are yet to be enacted.





**Teachers and school leaders place importance on identifying appropriate approaches to inform effective teaching and learning practices.**

Teachers recognise the value of consistent, evidence-based teaching and learning in classrooms to strive to engage every student in learning successfully. Staff express the belief that all students can progress in their learning. The school has developed a pedagogical overview that comprises a range of elements including alignment of curriculum, pedagogy and assessment, evidence-based decision making, student-centred planning, and high expectations. Each of these areas is further expanded through a series of statements that outline actions that the school and teachers are expected to undertake. A clear understanding of school expectations regarding this overview is yet to be articulated by all staff members.

**The leadership team expects that all teachers will create and use ‘Bump it up’ walls in their classrooms as part of daily teaching and learning.**

Some teachers speak enthusiastically of Bump it up walls and the way they make student progression clearly visible. Teachers articulate an understanding of the theory behind the Bump it up walls. They express a degree of challenge in fully understanding how these walls are best utilised to impact student learning and improve outcomes. Many teachers indicate they would appreciate additional Professional Development (PD) in this area underpinned by coaching and modelling in their classrooms. Many teachers indicate they would value opportunities facilitated by school leaders to participate in peer observation, coaching and mentoring aligned to school priorities.

**Staff communicate an understanding of the need to differentiate for all students and to use data to identify students’ starting points for learning.**

The school has made significant operational and cultural changes to support the department’s inclusion policy since the time of last school review, and leaders have led an improvement agenda of improving inclusive education across the school. Staff members have been provided with PD regarding inclusion and research in identified areas. The leadership team has prioritised this work with the implementation of an inclusion committee. School leaders identify that they have engaged all staff in providing information and resources to support an inclusive school. They recognise that there is a need to collaboratively build a shared whole-school understanding of inclusive education aligned to departmental policy that engages, challenges and extends the full range of students.

**The school views parents as partners in their child’s education.**

The school engages a range of partnerships to support opportunities that promote student learning and wellbeing. Parents articulate that the school is open and welcoming to families and the community, and that the school communicates well with families and invites them to share in school events and to discuss their child’s learning.



**The school has established long-term partnerships that support learning and wellbeing.**

The school works with the Adopt-A-Grandmother program to support student learning and wellbeing. An adopted dog, Zorro, supports the school's 'grandmother' within this program. Together they listen to students read and students' sharing of classroom learning. The adopted grandmother expresses a desire to further strengthen the partnership with the local retirement community to provide extended opportunities for student and community engagement.





## 2.2 Key improvement strategies

Design and implement a distributed instructional leadership structure that aligns roles, responsibilities and accountabilities of all positions in the school to achieve the school's priority areas identified in the EIA.

Strengthen staff understanding of assessment task requirements, with a deep knowledge of Australian Curriculum (AC) achievement standards built through before, after, after, end moderation processes.

Build a deep understanding of whole-school, evidence-based pedagogical approaches that are reflective of agreed practices for teaching and learning, aligned to curriculum planning, and monitored for consistent implementation.

Develop systematic processes to utilise local and regional expertise to engage all staff members in observation, feedback, coaching and mentoring to provide timely support in the school's priority areas.

Collaboratively build a shared whole-school understanding of inclusive education aligned to the department's policy that engages, challenges and extends the full range of students.