

# Caboolture East State School

## Executive Summary



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 East State School** from **27 to 29 June, 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

Garry Lacey	Internal reviewer, SIU (review chair)
Michelle D'Netto	Peer reviewer
Howard Nielsen	External reviewer



## 1.2 School context

<b>Location:</b>	Manley Street, Caboolture
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1980
<b>Year levels:</b>	Early Childhood Development Program (ECDP) to Year 6
<b>Enrolment:</b>	631.9 Full-time equivalent (FTE)
<b>Indigenous enrolment percentage:</b>	15.5 per cent
<b>Students with disability enrolment percentage:</b>	12 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	934
<b>Year principal appointed:</b>	Term 4, 2016
<b>Full-time equivalent staff:</b>	51.81
<b>Significant partner schools:</b>	Caboolture State School, Elimbah State School, Pumicestone State School, Caboolture State High School
<b>Significant community partnerships:</b>	Police-Citizens Youth Club (PCYC) Caboolture, Caboolture early childhood network, Lady Gowrie early years intervention, Youthrive, Moreton Aboriginal and Torres Strait Islander Community Health Service (ATSICHS)
<b>Significant school programs:</b>	Helping Emotions Regulate Outcomes (HERO) Program, Kitchen Garden Program, Active Leaders Program, Young Men's Christian Association (YMCA) Breakfast Club, Pre-Prep Program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Department Learning-curriculum (HoDL-curriculum), two heads of Department Learning-engagement (HoDL-engagement), two Heads of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), 24 classroom teachers, six Special Education Program (SEP) teachers, two ECDP teachers, ten teacher aides, Business Manager (BM), three administration officers, advancement team, two art club coordinators, kitchen garden coordinator, school chaplain, 18 parents and 65 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and representative of Caboolture PCYC.

Partner schools and other educational providers:

- Principal local high school, colleague principal in local cluster and coordinator local childcare centre.

Government and departmental representatives:

- Minister for Police - State Member for Morayfield, ARD and principal coach.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term1 , 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan



## 2. Executive summary

### 2.1 Key findings

**School staff members take pride in accepting, supporting and encouraging the learning, and social and emotional development of the students who come to the school.**

Staff members demonstrate an understanding of the backgrounds students come from and recognise the importance of positive and caring relationships to successful learning and commit to building mutually respectful relationships with students and their families. Parents hold the school in high regard and students appreciate the great care and professionalism demonstrated by school staff members. There is a shared sense that students are able to attain improved Levels of Achievement (LOA).

**The professional culture of the school inspires staff members to exhibit high levels of energy in the work they do in the school.**

Staff members speak positively of the strong collegial, personal and professional support for each other across the school. Teaching staff members seek out the advice and support of school leaders, in addition to their peers, and actively seek their input to ensure that student learning and engagement are priorities. Staff members articulate great pride in the work they do in the school and work hard in the interests of their colleagues and students.

**The Helping Emotions Regulate Outcomes (HERO) program is a tiered intervention process that promotes student learning and wellbeing.**

This program provides teachers, students and parents with a framework for maintaining a safe, supportive and disciplined school environment. The HERO program cultivates engaged learners through building inclusive and positive relationships and nurturing personal development. It is a uniquely integrated program that explores the skills for emotional regulation, social problem solving, restorative practices and Positive Behaviour for Learning (PBL). It is a demonstration of the exceptional culture of learning in the school community.

**The principal has developed a vision for the school that centres on a belief that further improvements in student outcomes are possible.**

Identified priority areas for collective focus in 2018 are maximising the learning of students in reading and enhancing the school's safe, supportive and disciplined learning environment through the enactment of the HERO program. There is strong commitment from the teaching team to implementing the various elements of the Explicit Improvement Agenda (EIA). It is apparent that some teachers would value further time and ongoing support to embed expected practices into their repertoire. The leadership team acknowledges continued monitoring of practices relating to the EIA is required to foster a stronger consistency of practice, understand issues relating to effective implementation and enable appropriate levels of support.



**The leadership team has developed and is implementing a curriculum, assessment and reporting plan.**

This plan details the range of diagnostic, formative and summative data to be collected and the timelines for collection. Year level teams are provided with time to meet to discuss student data with the support of school leaders in five-week cycles. Collaborative discussions occur regarding identified students and strategies are explored to further support the learning of these students. The leadership team is continuing to build a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress overtime.

**Staff members are implementing strategies to enhance levels of student engagement through aspects of the HERO program.**

Staff members and students have a clear understanding of the expectations relating to behaviour. Classrooms are predominantly calm and most students are engaged in learning. Through the HERO program teachers are skilling students in self-regulating their behaviour and are implementing a range of strategies for students to more effectively manage their emotions and behaviour. Staff members are working with the leadership team to embed the agreed whole-school processes relating to the student engagement strategy, to ensure the school's safe, supportive and disciplined learning environment is maintained at a high level.

**School leaders recognise that highly effective teaching is the key to improved student outcomes.**

The school has a newly developed pedagogical framework. Elements of the framework make reference to include the Art and Science of Teaching<sup>1</sup> (ASoT) and the Gradual Release of Responsibility (GRR) model. The leadership team acknowledges the need to ensure the school's newly developed pedagogical framework is considered in curriculum planning processes and is consistently implemented across the school.

**There is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes and strengthen their personal capability as professional educators.**

The school leadership team provides high levels of support to ensure teachers and teacher aides engage in meaningful professional learning activities within the school and in other environments. A program of mentoring, modelling and staff member engagement is facilitated and supported by the leadership team. This has resulted in the establishment of a team of teachers that exhibits expertise in their craft, particularly regarding the teaching of reading. Some teachers express a desire for continued support to further build expertise and consistency in their practices.

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



**The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning experiences across the years of school.**

Heads of Department Learning (HoDL) lead the planning and documentation of the school curriculum, ensuring alignment to the Australian Curriculum (AC). Teachers in their year levels have pre-planning sessions at a staff meeting. This is followed by the year level coordinator being provided with a day to meet with the HoDL to unpack the unit of work. During twilight meetings, the year level coordinator shares this planning with the year level team. Teachers consistently report the value of the planning sessions and the support that they receive.

**The school offers a range of extracurricular learning activities.**

These include, coding, robotics, gardening, football, art and music. Many of these are offered as before school and lunchtime activities. The school additionally undertakes to produce a musical that involves a large number of students and an arts showcase to celebrate the visual and performing arts. Gala days are offered at various times of the year to provide students with sporting opportunities against other schools. Senior school students have an opportunity to participate in an active leader program that brokers play activities with younger students. Parents and students appreciate these opportunities to assist students to develop skills in areas of enthusiasm or interest.

**There is a strong belief in the value of school-community partnerships and the ways in which they may become further embedded into the culture of the school.**

Many school partnerships have become an integral part of the school culture and are well-resourced by the school and partner organisations. Education institutions, school chaplaincy, wellbeing agencies, local businesses, early childhood providers and local secondary schools are engaged with the school. These partnerships are bringing benefit to the learning and social emotional development of students and many are additionally providing family support.



## 2.2 Key improvement strategies

Provide further time and continued support for teachers to embed collaboratively agreed approaches relating to the EIA and monitor implementation to ensure consistency of practice across the school.

Continue to build a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time.

Embed the agreed, whole-school processes relating to the student engagement strategy to ensure the school's safe, supportive and disciplined learning environment is maintained at a high level.

Ensure the school's newly developed pedagogical framework is considered in curriculum planning processes and is consistently implemented across the school.

Ensure all staff members have opportunities to engage in a broad range of capability development activities including peer coaching and mentoring processes and models of feedback.