

# Caboolture Special 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 School Improvement Unit (SIU) at **Caboolture Special School** from **20 to 23 May 2019**.

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 SIU and region within six weeks of the school receiving the report.

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

### 1.1 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Ray Hack	Peer reviewer
Laurelle Allen	Peer reviewer
Jo Diessel	External reviewer



## 1.2 School context

<b>Location:</b>	Torrens Road, Caboolture
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1980
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	250
<b>Indigenous enrolment percentage:</b>	14 per cent
<b>Students with disability enrolment percentage:</b>	100 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	2011
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	52.6
<b>Significant partner schools:</b>	Caboolture East State School Early Childhood Development Program (ECDP), Caboolture State High School, Morayfield State School, North Coast Special Schools Alliance – Bundaberg to Pine Rivers Special Schools
<b>Significant community partnerships:</b>	Caboolture Special School Parents and Citizens' (P&C) Committee, Rebooting Education, Caboolture Disability Support Network, Parent To Parent and East Coast Apprenticeships
<b>Significant school programs:</b>	Rebooting Education, Vocational Education Programs



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC) , four department leaders, 42 teachers, 24 teacher aides, guidance officer, Speech Language Pathologist (SLP), occupational therapist, physiotherapist, two specialised health nurses, Positive Behaviour for Learning (PBL) committee, Community of Practice (CoP) – Intensive Interaction (II), chaplain, five cleaners, school officer, facilities officer, human resources officer, finance officer, three administration officers, P&C president, secretary and treasurer, community liaison officer, ten parents and 32 students.

Community and business groups:

- Director of REBOOT.

Partner schools and other educational providers:

- Head of Special Education Services (HISES) Caboolture East ECDP.

Government and departmental representatives:

- Councillor for Moreton Bay Regional Council and Assistant Regional Director (ARD).

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (Semester 1, 2019)	School budget overview
OneSchool	Curriculum planning documents
School Meeting Structure 2019	Responsible Behaviour Plan for Students
School Improvement Priorities 2018	School newsletters and website
School pedagogical framework	School Opinion Survey
Positive Behaviour for Learning school documents	



## 2. Executive summary

### 2.1 Key findings

**Staff members are committed to a belief that every student is capable of learning.**

This belief is underpinned by the school's vision, '*For Life We Learn – Achieving, Belonging, Caring*'. Staff members work hard to build and maintain positive and caring relationships between themselves, students and parents. Parents express a positive view of the school, speaking highly of a sense of community and belonging.

**A culture of staff collegiality is apparent throughout the school.**

Teachers and department leaders provide each other with informal professional support and ideas to support teaching and learning. Staff and department meetings provide opportunities for teachers to have collaborative discussions and sharing of curriculum and pedagogical practice.

**Teachers highly value the professionalism and support provided by teacher aides to meet the diverse needs of students in the school.**

Teacher aides are partners in student learning. They actively support the differentiated learning and wellbeing needs of students. Teacher aides are supportive of the opportunities provided for Professional Development (PD) in departmental mandatory training requirements and the school's priorities.

**School leaders are committed to the development of staff into an expert teaching team to improve learning outcomes for all students.**

There is a high level of commitment and enthusiasm from all staff members to engage students in their learning and achieve desired outcomes. Teachers, teacher aides and therapists identify and address the differentiated learning needs of individual students. Staff members appreciate the opportunities provided by the school to develop their capability.

**All school leaders and staff express a desire to improve student learning outcomes.**

Staff members display a strong commitment to the students and the school community. The principal has documented the school priorities in the school's 2019 Annual Implementation Plan (AIP). Staff members are familiar with and are able to state the school priorities. There is less clarity regarding the actions required to achieve these priorities. Staff articulate a desire for greater clarity of teaching expectations, and the role descriptions of leaders.



**An improvement area commonly articulated is in relation to the implementation of Positive Behaviour for Learning (PBL).**

The school is in the early stages of its PBL journey with a whole-school approach across a range of systems, practices and processes developing. The leadership team acknowledges there is a need to remain focused on the implementation of PBL in the school. The PBL action plan is comprehensive and broad in nature. Key priorities are yet to be clearly identified and communicated.

**The 2019 AIP prioritises building leadership capacity and teacher quality as key strategies for the school's improvement work.**

All staff articulate that the amount of leadership change has resulted in a degree of uncertainty regarding desired school improvement affecting teaching and learning. Leaders and staff are aware of the importance of the leadership team being clear and consistent in their common understandings of the improvement agenda and agreed actions and roles.

**Staff members articulate that trust, mutual respect and positive relationships contribute to staff and student wellbeing.**

Staff members express a desire to build open and transparent communication and decision making across the school. The establishment of a culture that promotes a safe and productive work and learning environment is viewed as a high priority. A staff wellbeing committee is established. There are plans to develop a formalised framework for staff wellbeing.

**Students access a broad range of curriculum offerings and leadership opportunities.**

The school offers a range of leadership and co-curricular opportunities to students. The school captain and vice-captain lead at assemblies and school events such as concerts and student graduation ceremonies. These opportunities are valued by students, staff, parents and the broader community. The school has significant facilities, resources and programs that support senior students to transition to post-school options. A Planning Alternative Tomorrows with Hope (PATH) plan is completed for all students to assist in determining pathways for students. Teachers, parents and students provide input into these plans.

**The school recognises that parents and families are crucial members of the school community and partners in their child's education.**

Staff, parents and community members identify a strong commitment to the wellbeing of students. Parents report that they are happy and satisfied with the learning opportunities provided to students at the school. They appreciate the efforts that teachers and teacher aides make to meet the individual learning needs of their child. Parents are welcomed and encouraged to participate in day-to-day school activities.



## 2.2 Key improvement strategies

Identify strategies to enhance cohesive leadership practices within the executive leadership team that will unite leaders to implement the school's improvement agenda and support teaching and learning.

Sharpen the improvement agenda, inclusive of PBL, to key actions aligned to all members of the leadership team; ensuring there is regular monitoring of the agenda including sharing and celebrating progress and success.

Collaboratively develop role statements, including accountabilities for all leaders in the school aligned to the achievement of the improvement agenda and key areas of school operations. Enact, share and communicate these agreed roles and accountabilities.

Collaboratively build a strong professional culture of mutual trust and support amongst all staff and implement a range of strategies to ensure high levels of staff morale and wellbeing are achieved.