



School Improvement Unit Report

Caboolture State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Caboolture State High School from 16 to 20 July 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Lee Street, Caboolture
Education region:	North Coast
The school opened in:	1961
Year levels:	Year 7 to Year 12
Current school enrolment:	1165
Indigenous enrolments:	10 per cent
Students with disability enrolments:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	959
Year principal appointed:	July 2010
Number of teachers:	100 (Full time equivalent) Number - 109
Nearby schools:	Tullawong State High School, Morayfield State High School, Bribie State High School, St Columban's College, St Eugene College and Grace Lutheran College
Significant community partnerships:	Beacon, Queensland University of Technology ARC Project, Caboolture Area Schools Industry Reference Group (CASIRG), a range of Non-Government Organisations with RISE UP.
Unique school programs:	Re-engage in Secondary Education Unity Program (RISE UP), LearnIT, Agricultural Program, Civil Construction and Infrastructure Centre



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - School Principal
 - Three Deputy Principals
 - 12 Heads of Department (HODs) and Head of Special Education Services (HOSES)
 - Business Services Manager (BSM)
 - Guidance Officer
 - Numeracy Coach, Literacy Coach and Upper Two Bands (U2B) Coach
 - Two Indigenous support workers and community Indigenous Elder
 - Behaviour Support Teacher and Beginning teacher mentor
 - Four teacher aides and a vocational education teacher aide
 - Four year co-ordinators
 - Three administrative officers
 - Three Tuckshop workers (including convenor)
 - Principal, Caboolture East State School
 - Parents and Citizens' Association president and seven other parents
 - Student support team and attendance officer
 - Student Junior and Senior leaders and over 100 students across various year levels
 - 81 staff in total, including 62 classroom teachers
 - Community Representatives: Geoff Timm (SPA), Dr Judy Smead (QUT), Simon Verdouw (Beacon)
 - Councillor Greg Chippendale



1.4 Review team

Shona McKinlay

Russell Pollock

Ray Johnston

Peter Grainger

Internal Reviewer, SIU (review chair)

Internal Reviewer, SUI

Peer Reviewer

External Reviewer



2. Executive summary

2.1 Key findings

- Caboolture State High School is a united community committed to improving learning through their key improvement priorities.

There is a clear strategic direction for the school and key priorities are articulated and identified by teachers. There is evidence that elements of the school improvement plan are being implemented throughout the school, supported by key strategies and professional development. Documented policies, work exemplars and survey feedback contribute to the development of a common professional language for shaping ongoing work and discussions. School leaders are committed to maintaining these key priorities into the next planning cycle.

- The work of staff members is marked by high levels of staff morale, strong collegiality and a clear focus on students.

Teachers consistently state that they enjoy working at this school. They are regularly consulted about the school improvement agenda and the majority are passionate about their roles within the school. Proactive strategies exist to foster staff camaraderie, wellbeing and belonging.

- School attendance is a key factor affecting a significant number of students achieving positive outcomes.

The attendance rate in 2014 was 85.6 per cent, including 400 students whose attendance rate was less than 85 per cent of the school year. In 2015, an attendance officer has been employed to assist with the tracking of attendance and to work with students and families to improve attendance. Current trends indicate that further actions around student, parent and staff accountabilities will be required if the school target of 90 per cent is to be met.

- Mechanisms for teachers to receive regular feedback about their classroom practices are not yet systematic.

Coaching, mentoring and feedback mechanisms are in place however, these practices vary across the school. Expectations regarding lesson observations and associated feedback have been clearly outlined.

- Behaviour processes are clearly documented but there is variability in the level of understanding and implementation.

The school's values of *Persistence, Respect, Integrity, Diligence and Excellence (PRIDE)* support the school's emphasis on learning and are also a clear statement to students, staff and parents about desired relationships within the school community. The school has clear expectations about how students should behave. A multi-level



system of responses to poor behaviour is well documented however there is variability in teacher understanding and implementation of the behaviour responses.

- There is a focus on improved teaching methods in relation to literacy and numeracy, although strategies are not always consistently implemented.

Literacy, numeracy and upper two bands (U2B) coaches have worked with a range of staff to develop agreed strategies based around literacy and numeracy improvement in every classroom. Literacy warm-ups are evident in many lessons through the designated subject areas. The use of numeracy warm-ups is not consistent in mathematics lessons nor in the other designated subjects. The use of vocabulary booklets is highly valued by students as a learning tool but their use varies across the school.



2.2 Key improvement strategies

- Consolidate and refine teacher understanding and ownership of the school improvement agenda.
- Develop processes that extend teachers who are confidently and successfully implementing aspects of the improvement agenda whilst also supporting those who have not adopted the initiatives at this time.
- Clarify the role and accountabilities of parents, students and each member of staff in improving the attendance rates of each student.
- Investigate ways to establish a feedback culture and systematic quality assurance of classroom practices.
- Review the use of PRIDE in the explicit and on-going teaching of desired behaviour. Investigate establishing clearer links between PRIDE and current improvement strategies, for example attendance monitoring, overall student behaviour and classroom behaviour management plans.
- Ensure the consistency of practice in relation to expected behaviour management strategies.
- Support the further implementation of identified literacy and numeracy strategies so that teachers value, understand and implement them.