



# School Improvement Unit Report

## Caboolture Special School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Caboolture Special School from 3 to 7 September 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

<b>Location:</b>	Torrens Road, Caboolture South
<b>Education region:</b>	North Coast
<b>The school opened in:</b>	1980
<b>Year levels:</b>	Prep to Year 12
<b>Current school enrolment:</b>	248
<b>Indigenous enrolments:</b>	14.5 per cent
<b>Students with disability enrolments:</b>	n/a
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	2011
<b>Number of teachers:</b>	60
<b>Nearby schools:</b>	Morayfield State School, Morayfield East State School, Caboolture State School, Caboolture East State School
<b>Significant community partnerships:</b>	Help Industries, Caboolture Technical and Further Education (TAFE), Caboolture Baptist Church, Caboolture Historical Village
<b>Unique school programs:</b>	Duke of Edinburgh Award Program



### 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:
  - Principal, Deputy Principals and the Head of Curriculum (HOC)
  - 25 teachers
  - 14 teacher aides
  - Business Services Manager (BSM) and an administration officer
  - 12 students
  - Parents and Citizens' Association (P&C) president and four other parents
  - Mark Ryan, Member of the Legislative Assembly for Morayfield
  - Local representatives from Ace Buses and Help Industries
  - Local Head of Special Education Services (HOSES)

### 1.4 Review team

Ray Hack	Internal reviewer, SIU (review chair)
David Rogers	Peer reviewer
Rosemary Horn	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The leadership team and wider school staff team are aligned and drive the strategic direction of the school.

The school leaders are united and committed to providing every student with opportunities to achieve successful learning outcomes as evidenced through an explicit and detailed school improvement agenda.

- The school is implementing a consistent model for collecting data about student learning.

The school has developed and implemented a data collection plan for collecting a suite of agreed data, which identifies starting points for learning. Timelines for data collection have been identified and align with the school priorities in their 2015 Annual Implementation Plan.

- Teachers indicate the school leadership team is particularly focused on maximising staff wellbeing.

School leaders review and adjust the allocation of staff and targeted resources while monitoring and supporting staff wellbeing.

- The school has developed and implemented innovative strategies for addressing dramatic increases in student enrolment.

School leaders are attempting to manage the physical environment, facilities and staffing implications to respond to the significant challenge of the growing size of the school.

- The school has identified a range of innovative partnerships with the local community to maximise transitions for graduating students.

The school has established and developed esteemed partnerships with local schools, businesses, community organisations and individuals. These long-term relationships deliver a range of benefits to the learning outcomes of students and their successful participation into the community at the completion of schooling.



## 2.2 Key improvement strategies

- Identify strategies to enhance cohesive leadership practices within the Executive Leadership Team.
- Develop opportunities to respond to school growth, facilities provision and human resource allocations.
- Implement a systematic and targeted program of feedback and observation for teachers.
- Develop the data literacy of all teachers in order to refine, interpret and extend the processes to gather data and feedback from students, other teachers and parents.