



Peregrine Springs State School



Glasser Australia Quality School
Recoverification Report October 2024



Acknowledgment of Country

Glasser Australia acknowledges the Traditional Owners of the lands from across Australia. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the country.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.



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- 3.1 Criteria 1 All disciplinary problems, not incidents will be eliminated in two years. A significant drop should occur in year one.
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- 3.3 Criteria 3 **TLC** [Total Learning Competency] means that all grades below competence, or what is now a B, will be eliminated. Students will have to demonstrate competence to their teachers or to designated teachers' assistants to get credit for the grades or courses. All schooling will be eliminated and replaced by useful education.
- 3.4 Criteria 4 All students will do some quality work each year-that is work that is significantly beyond competence. All such work will receive an A or higher grade. This criterion will give hardworking students a chance to show that they can excel.
- 3.5 Criteria 5 All staff & students will be taught to use Choice Theory in their lives and in their work in school. Parents will be encouraged to participate in study groups to become familiar with Choice Theory.
- 3.6 Criteria 6 It will be obvious by the end of the first year that this is a joyful school.

4 Findings in the 2023 School Review that recognise the impact Choice Theory has had at PSSS.

5 The supporting evidence the recoverifiers requested to see at the on-site/TEAMS visit.



1. Introduction

The following document reports on the recoverification process undertaken by a team, two from Glasser Australia and one from the William Glasser International Glasser Quality School (WGI GQS) committee, at **Peregrin Springs State School (PSSS)** on 10th October and the 24th October 2024.

The report recoverifies the school's self-evaluation against the six criteria of a WGI GQS adapted to the Australian context. This is the rubric that the school used throughout their journey to declaring as a GQS in 2019 and has continued to use in subsequent years to demonstrate they are still a GQS. This report also recommends strategies for the school to consider as possible next steps as they continue their journey as a GQS.

For more information regarding Glasser Australia and Glasser Quality Schools please visit the Glasser Australia [website](#).

The school's website states:

(At Peregrin Springs State School) we all work together to ensure our school is a welcoming and happy place, a place where parents, students and staff members are proud to be. We strive to treat everyone with care, dignity and respect. A strong emphasis on pastoral care and social learning ensures that students are supported to do their best and reach their potential in academic and social areas.

It is the recoverifying team's opinion that PSSS has quality relationships at its heart and that, what is stated on their website is evident throughout the school community.

Therefore, it is the recoverification team's recommendation that PSSS fulfills the criteria to continue to be called a William Glasser International Glasser Quality School.



1.1 Recoverification team

Susan Fleming – Senior Instructor, Faculty GA and WGI, Immediate past president of the Glasser Australia Board

Christine Duffield – BIT Instructor, Faculty GA and WGI, Glasser Australia Glasser Quality Schools coordinator.

Bette Blance – BIT Instructor, Faculty GANZ and WGI, Chair of the WGI GQS Committee

1.2 School context

Indigenous land name:	Gubbi Gubbi/Kabi Kabi
Location:	191 The Avenue Peregian Springs Queensland AUSTRALIA 4573
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	1079
Indigenous enrolment percentage:	4%
Index of Community Socio-Educational Advantage (ICSEA) value:	1053
Students with disability percentage:	20.7%
Year principal appointed:	2024

1.3 Contributing stakeholders (who contributed to this report)

The following stakeholders contributed to this self-evaluation and re-co-verification:

- Principal – Ms Victoria Anstey
- Deputy principals - Michael Slocombe, Dave Foxover, Anne Slattery and Kylie Westlake
- Head of curriculum - Sarah Albertson
- Head of school - Rose Marzalek
- some teachers
- some students in classrooms and in the playground

1.4 Planning for the future as identified in the 2019 coverification report.

1. PSSS continues to create an environment free of coercion and an emphasis on self-evaluation using internal control language as opposed to external control language. PSSS has actioned this recommendation:
 - School leaders have worked with a focus on **quality** in an absence of fear with **self-evaluation**, a key component to move beyond a compliance culture. Leaders understand that trust and a no-blame culture are essential pre-requirement conditions for risk-taking, creativity, initiative and innovation, characteristics of high performance.
2. The co-verification team strongly recommends to other schools they consider professional interchange. PSSS has indeed much to offer the teaching profession. PSSS has actioned this recommendation:
 - Working regularly with Sunshine Beach State School in training and reviewing behaviour processes.
 - Having interstate and local schools visit and other communication with schools looking at using Choice Theory as their psychological base.
3. Planning for continuing quality in the future. PSSS has actioned this recommendation:
 - Creating a paradigm shift from a supervision culture away from mere compliance so that real change in performance is occurring. The principal as a lead - manager, has incorporated systems - thinking to build school capability with a focus on quality.
 - Committing to ensuring training in CT/RT/LM is made available to all new staff. PSSS has recognised the importance of CT training for the principal and other new school leaders.
4. In 2019 the principal wrote:
 - Our planning is underpinned by an intense focus of wellbeing and understanding human behaviour through CT/RT/LM . PSSS have planned for:
 - Leadership development
 - Induction of new staff
 - Solid HR practices including thorough recruitment practices
 - Managing upwards to keep our Regional Office, Regional Director and Assistant Regional Director involved
 - Education of our families
 - Developing the use of technologies for learning and for engaging students and teachers in modern learning practices

The information written in the self-evaluation report supplied by PSSS to the 2024 recoverification team indicates that staff members at PSSS have continued to show strong commitment to achieving most of the goals outlined in their 2019 future planning document.

2. Executive Summary

In his book '*The Quality School Teacher*' Dr Glasser wrote six conditions for quality schoolwork that could be used to guide teaching. These are:

1. There must be a warm, supportive classroom environment.
2. Students should be asked to do only useful work.
3. Students are always asked to do the best they can do.
4. Students are asked to evaluate their own work.
5. Quality work always feels good.
6. Quality work is never destructive. (p 20 *The Quality School Teacher* 1993)

The essence of these conditions is encapsulated in the six criteria used by PSSS to self-evaluate for this recoverification process.

The self-evaluation documents provided by PSSS and observations during the on-site visit on Thursday 10th October 2024 by Susan Fleming and Christine Duffield and on Thursday 24th October by Bette Blance (via TEAMS), demonstrated to the recoverifiers that all the conditions for a quality school are what inspire the staff of PSSS. This enables PSSS to celebrate the creation and maintenance of a positive, supportive and trusting learning environment where the children are encouraged to self-regulate and produce quality schoolwork.

2.1 Key findings

- The teaching of **Choice Theory** was evident in classrooms we visited and within the school community.
- The pedagogical models being used at PSSS align with the **internal control psychology of Choice Theory**.
- **Lead Management** practices are at the core of all processes and procedures at PSSS.
- PSSS is a very welcoming community.
- **Self-evaluation** is a key driver of **quality** outcomes at PSSS.
- **Trusting** and **supportive relationships** are evident. Children were engaged in their learning. The school was very quiet and calm.
- PSSS provided a framework for **self-regulation** and problem solving.
- Students were not told what to do, but rather the use of the **Reality Therapy** questions provide students with a **self-management** tool.
- PSSS is a **needs satisfying** school and a joyful place to be.
- There is a strong emphasis on well-being in all aspects of the school community.



2.2 Key recommendations

The school continue to balance and reflect on practices that support the challenge of providing effective processes for students who need more intensive support in self-management while meeting school values.

PSSS continues to use the principles of Lead Management in their professional Learning Communities (PLC) to engage all staff in the use of data to self-evaluate in order to continually improve educational outcomes for the students and the quality of teaching practices.

PSSS share with other schools their expertise in teaching practices and the collegial frameworks that enhance student outcomes.

The role of the Learning Enhancement Teacher continues to support teachers using their existing Lead Management model.

PSSS makes public the self-evaluation staff complete in relation to what PD they want to undertake to improve quality outcomes and how they will achieve their goals.

PSSS celebrates any successes they have in regional, state, national and international competitions with the wider community and other schools in the area.

PSSS continues to focus on building “future ready” skills in all students.

PSSS continues to support the development of competence and confidence so that all students are able to define and produce quality work.

PSSS is prepared to share their scope and sequence that is used to teach Choice Theory concepts to students.

PSSS invites representatives from the Regional Education Office to witness the positive impact Choice Theory training has in a GQS.

PSSS celebrates the fact that this school is a place where students staff can't wait to be.

PSSS puts the WGI GQS badge on documents created by the school where practical/possible.

PSSS find ways to “advertise” that Choice Theory is the foundation on which the school is built and that is why it has the reputation of being “the best school on the Coast”.

The information about Choice Theory and the success of the reevaluation process is updated on the website.



PSSS continues to “invest” in a strong leadership team that values training in CT/LM/RT.

PSSS seeks supporting letters from WGI and GA that could be sent to the Regional Office inviting relevant regional personnel to attend the celebration of the reoverification as a WGI GQS and to promote GQS concepts as a best practice model for education.

That PSSS continues to support PLCs to use data to inform pedagogy.

That PSSS continues to build on the work done to develop the Collegial Connections Framework. A framework that has collegiality at its heart by supporting and encouraging teachers to self-evaluate and aspire to continuous improvement in their pedagogical practices. This professional independence framework can only support teachers to grow professionally and personally.

That staff at PSSS explore the possibility of becoming certified in CT/LM/RT (so they can facilitate Take Charge of Your Life course) and go on to become Faculty in order (to reduce the costs of ongoing training).

3. Findings and recommendations against the criteria

3.1 Criteria 1: All disciplinary problems, not incidents will be eliminated in two years. A significant drop should occur in year one.

Examples of Quality Practices at PSSS

The information written in the **self-evaluation** report supplied by PSSS indicate a reduction in disciplinary problems from 2014-2024. Data collected over the last 10 years indicates that in 2014 with a cohort of 500 students 78.1 % of students rated in the A/B category and 4.4% in the D/E category compared to the current cohort of 1079 in 2024 where 86% of the children are in the A/B category and 2.4% in D/E are not yet **self-managing**. This is an indication of the successful work that the school is achieving in teaching and supporting students to learn **internal psychology** and **self-responsibility**. In 2024 PSSS developed the Effort and Behaviour Matrix to assist students to sit with their teacher to **self-evaluate**.

The Be You Well-Being team at PSSS uses well-being data to support/plan what the focus moving forward will be. Members of the leadership team mentioned that the term mental health has positive implications at PSSS and mental health is celebrated. Parents are often asked, “what can we do to help support your child at PSSS?”



The *Towards Self-Management Plans* used at PSSS ask students to choose behaviours that satisfy their **basic needs** AND are safe, responsible, respectful and courteous.

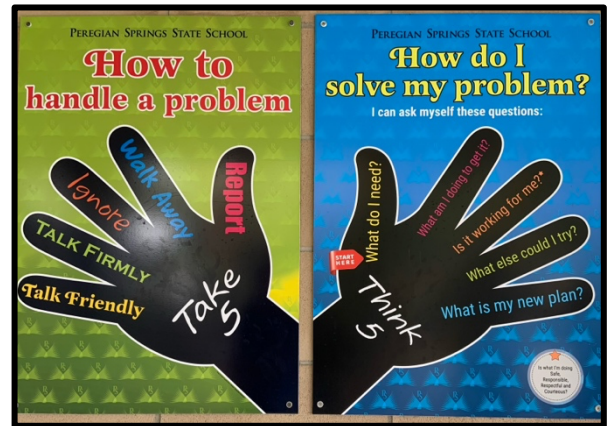
The information written in the **self-evaluation** report supplied by PSSS indicate there is a whole school approach to **self-management** NOT a whole school approach to discipline. This suggests **Choice Theory** thinking underpins some decision making at PSSS.

The information on the School Review Padlet '[A culture that promotes learning](#)' indicates PSSS have developed a **self-management** framework. This framework indicates what the school values and gives clear information in each of the four pillars – Choice Theory, Social and Emotional Learning, Clear and High Expectations and Data.

The school supports students in their behavioural choices by assisting each student to reflect on their decision-making and create a more appropriate **plan** for future success. Staff

take responsibility for stating clear expectations as students move towards **self-management**. Behavioural choices are seen as opportunities to reflect using the **Reality Therapy** questions in the Think 5 Process.

It was noted that the staff of the school had used many of **Dr Glasser's** strategies to help the student move from external control beliefs to **internal control beliefs**.



At lunchtime we spoke to a Year 2 boy who was learning how to **self-regulate**. The school leader with the young boy told us that a lot of time and effort had gone into helping this young boy find more helpful ways to get his **needs** met and the inclusion team had created an intensive support plan to assist him and the school community further. The parents of the child were also part of discussions and commented on how much more “peaceful” life was at home.

Recommendations

The school continue to balance, and reflect on, practices that support the challenge of providing effective processes for students who need more intensive support in **self-management** while meeting school values.

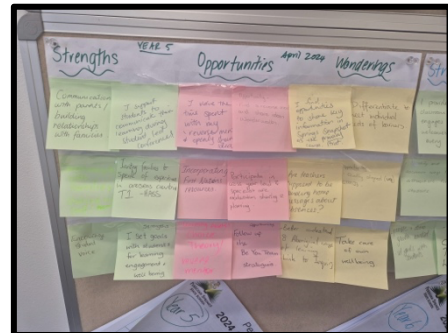
PSSS continues to use the principles of **Lead Management** in their professional Learning Communities (PLC) to engage all staff in the use of data to **self-evaluate** in order to continually improve educational outcomes for the students and the quality of teaching practices.

3.2 Criteria Two: At the time the school becomes a Quality School, achievement scores on state assessment tests should be improved over what was achieved in the past.

Examples of Quality Practices at PSSS

The information written in the self-evaluation report supplied by PSSS indicates that:

- In the PSSS state-based school review in 2023 the review panel noted that leadership and teachers value discussions of data to make whole school and classroom decisions.
- Staff collaborated in PLCs to set overarching key priorities, plans and targets for the 2024-2027 Strategic Plan.
- Data was collected to set targets in the Annual Implementation Plan (AIP).
- Many teachers at PSSS describe their confidence in using formative and summative assessment data to inform class learning priorities. This in turn enables staff to monitor and support individual students more closely.
- At PSSS Learning Enhancement Staff are embedded within year levels. This enables the same staff member to work with a particular child to provide a more targeted response and to develop a relationship the child feels safe in.
- PLCs regularly monitor and review targets to determine the focus of the “sprint” (Simon Breakspeare) and determine what the PLC wants to work on to bring about change.
- The Year 5/6 academic growth graphs for Maths and English show most students operating in the A B C band.
- PSSS NAPLAN scales have been re-set and therefore comparisons to previous NAPLAN data cannot be made BUT improvements in Maths and English can be seen in the graphs alluded to above.



During the reconfirmation visit it was noted that teachers express appreciation of year level colleagues when planning and sharing resources.

Recommendations

That PSSS continues to support PLCs to use data to inform pedagogy.

That PSSS continues to build on the work done to develop the **Collegial Connections Framework**. A framework that has collegiality at its heart by **supporting and encouraging** teachers to **self-evaluate** and aspire to continuous improvement in their pedagogical practices. This professional independence framework can only support teachers to grow professionally and personally.



3.3 Criteria Three: TLC [Total Learning Competency] means that all grades below competence, or what is now a B, will be eliminated. Students will have to demonstrate competence to their teachers or to designated teachers' assistants to get credit for the grades or courses. All schooling will be eliminated and replaced by useful education.

Examples of Quality Practices at PSSS

At PSSS data drives the decisions made around support provisions for children. The information written in the self-evaluation report supplied by PSSS indicates that differentiated teaching methods are used to respond to student needs so everyone can access the curriculum.

Decisions are informed by data and validated research to offer a variety of alternative pedagogies that can identify children knowledge and skills.

At PSSS teacher aides support students and attend relevant PD where possible. Teacher aide support is valued and is another way to contribute to the individual needs a child has.

At PSSS there is a Learning Enhancement Teacher (LET) at each year level to offer support to teachers and students. Teachers at PSSS do not work in isolation. They choose to become a member of a year level team or a specialist team to support each other and offer suggestions/information for student improvement.

The staff at PSSS have had many PD opportunities with the work of Simon Breakspeare's *Teaching Sprints*. This PD enables teachers to continuously enhance their expertise so they can provide quality educational experiences for the students.

The PLCs also set targets in the schools AIP. At each year level teachers are encouraged to select four students from their classroom. The PLCs then create an "action research" question/area to focus on to bring about **positive outcomes** for those students, and to ensure targets in the AIP have every chance to be met. Students also have input into the AIP and how they will contribute to its achievement through student practices such as "*I will choose good learning partners*", "*I know my next steps to develop as...*" and "*I can identify and demonstrate learning assets and I can use the learning assets to improve as a learner*". The eight Aboriginal ways of learning were explored as ways to enhance inquiry learning for indigenous students at PSSS.

The LETs work in a variety of ways at PSSS. Sometimes in class and sometimes releasing the teacher so he or she could work with a student one on one.

Recommendations

PSSS share with other schools their expertise in teaching practices that enhance student outcomes.



The role of the LET continues to support teachers using their existing lead management model.

PSSS makes public the self-evaluation staff complete in relation to what PD they want to undertake to improve quality outcomes and how they will achieve their goals.

3.4 Criteria Four: All students will do some quality work each year-that is work that is significantly beyond competence. All such work will receive an A or higher grade. This criterion will give hardworking students a chance to show that they can excel.

Examples of Quality Practices at PSSS

The information written in the **self-evaluation** report supplied by PSSS indicates that differentiation and focused support are important to the staff. They use *Universal Learning Design*-a framework to improve and optimise teaching and learning for all. This framework is based on scientific insights into how humans learn (by engagement, representation, action and expression).

At PSSS staff empower students to take charge of their learning. The use of the *Guide to Making Judgements* proforma allows students (and staff) to self-evaluate.



The information written in the **self-evaluation** report supplied by PSSS indicates that future innovations are reflected in every aspect of the curriculum. PSSS is proud to be an Apple Distinguished School. The *Robotics Program* at PSSS inspires and challenges students. There are *design and coding* challenges that foster problem solving, creativity and teamwork. The students the recoverifiers spoke to were very passionate about their project for an upcoming competition. The enthusiasm the children displayed was wonderful to witness. The fact that in its initial stages over 60 students had signed up to be part of the *Robotics Program* is an example of how PSSS encourages student engagement in projects of interest to the students. The students were very aware of what they needed to do to ensure their work was **quality work** (and to keep going until they were as successful as they could be).

Membership of *Springbots* allows students to enter regional, state, national and international competitions. These competitions focus on the importance of teamwork, perseverance, and strategic thinking while building the future ready skills of creativity and innovation, complex problem-solving, high-level communication and collaboration.

During the recoverification visit time was spent with students in the Robotics Room. The students in the room were of varying ages and were able to show their entries for an upcoming competition. They were able to tell the recoverifiers how and why they had made certain decisions and it was obvious they knew that **quality work** can take time, effort, constant self-evaluation and patience.





Spring X is a way to showcase to the parents and community members the **quality work** students complete. The information written in the **self-evaluation** report supplied by PSSS indicates that older students work with entrepreneurs to learn the skills and knowledge to take/promote their work further.

In the 2023 state-based School Review the reviewers noted that *“many teachers at PSSS take on extra responsibilities such as facilitating lunch time clubs and extra curricula activities. This enables students to have the opportunity to realise their potential.”*

At PSSS there are 45 student leaders who provide leadership in areas they are interested in such as PE, Japanese, Earth Smart and so on. The Year Six students are engaged in teaching younger students which helps develop a sense of **community, well-being and belonging**.

Recommendations

PSSS celebrates any successes they have in regional, state, national and international competitions with the wider community and other schools in the area.

PSSS continues to focus on building “future ready” skills in all students.

PSSS continues to support the development of competence and confidence so that all students are able to define and produce quality work.



3.5 Criteria Five: All staff & students will be taught to use Choice Theory in their lives and in their work in school. Parents will be encouraged to participate in study groups to become familiar with Choice Theory.

Examples of Quality Practices at PSSS

The information written in the self-evaluation report supplied by PSSS indicates that **Choice Theory** is a cornerstone of PSSS's educational approach. Parent workshops are held regularly so that families can use the same language and have the same expectations when their child(ren) are not at school.

The information written in the self-evaluation report supplied by PSSS also indicates that there are regular classroom discussions around many of the components of **Choice Theory-Basic Needs, Quality World, Total Behaviour** and the **Connecting/Disconnecting Habits**.

This report also indicates that parents at PSSS were quite vocal about how learning the **axioms of Choice Theory** has contributed to their parenting. Many of them say they are interested in further training and there have been several opportunities for parents to attend a course called "*Being The Parent You Want To Be*" run by Gerard O'Brien.

On page 25 of *The Padlet* prepared for the state-based school review (2023) there are indications that most of the staff at PSSS have undergone many levels of formal **CT/RT/LM** training and new staff are supported to attend a **Basic Intensive Training**. During the recoverification visit plans for future training in **CT/RT/LM** were discussed.

The school's website has information on what being a **GQS** entails. It quotes PSSS believes that the:

- **removal of fear and coercion,**
- **doing quality work is deeply satisfying,**
- **quality relationships enable quality learning,**
- **self-evaluation and coverification lead to quality outcomes and removes the barriers to learning.**

The information written in the **self-evaluation** report supplied by PSSS indicates that when students (and staff) learn why they behave and how they can take more effective control it leads to:

- many more staff wanting to further their training in **CT/RT/LM**
- explicit **Choice Theory** lessons embedded in the **SEL** curriculum
- staff and students are able to identify and balance their own **Basic Needs**
- staff and students have the tools to become **self-managing**
- asking "**is what we are doing helping us to achieve our values** of relationships first, global citizenship, learning, creativity, respect and resilience?"
- offering **support** where needed

At PSSS resources are purchased/created to help build a **needs satisfying classroom**.

Gerard O'Brien, Suzy O'Connor and Gwen Sands are employed to deliver ongoing training in all levels of **CT/RT/LM** as needed by the community. The information written in the **self-**

evaluation report supplied by PSSS indicates that at the end of 2023 53 staff indicated an interest in further training in CT/RT/LM. The following table demonstrates the training done at PSSS over 5-year period from 2019 to the present. 13 staff members have also indicated they would like to do a BIT to begin their formal training in Choice Theory as soon as possible.

Level of training	Numbers as at 2024
BIT	18
BP	13
AIT	1
AP	13
Certification	4
TCOYL Facilitator	
BP Training	
BP Endorsement	
BIT Training	
BIT Endorsement	
Senior Faculty	

The development of the *Think 5* resource has helped teach the **Reality Therapy** process in an easily accessible way. Innovation is encouraged at PSSS to find ways to teach the concepts of **Choice Theory** to students in easy-to-understand ways.

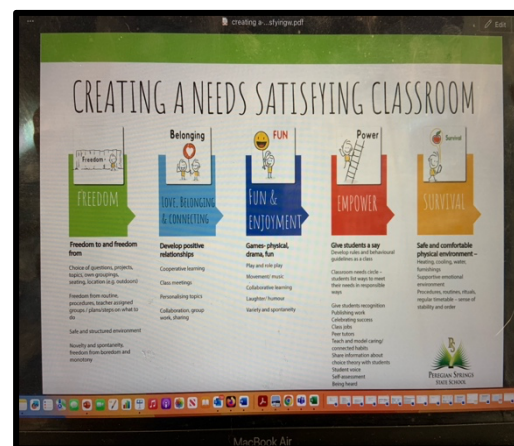
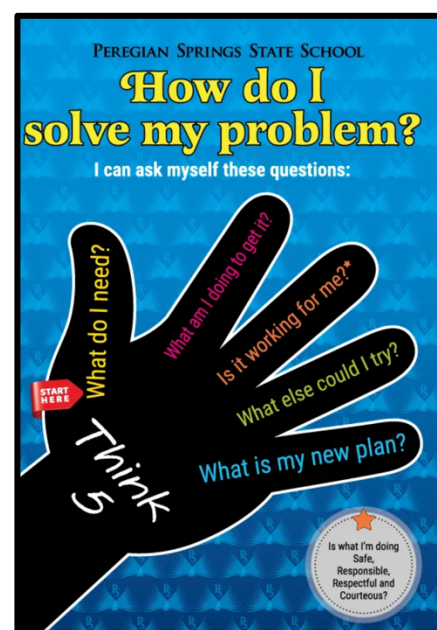
There are many visual prompts displayed around the school.

In the Collegial Connection Framework (*Padlet 10*) prepared for the state-based school review (2023) there was evidence of mutual sharing of expertise and **feedback** seeking. The information written in the **self-evaluation** report supplied by PSSS indicates that this has meant there is a culture of **collaboration, inclusion, quality relationships, continuous improvement, and professional reflection** amongst staff. The staff at PSSS believe this can only benefit students.

The information written in the **self-evaluation** report supplied by PSSS indicates that the recent change in leadership has not impacted the continuity of direction and initiatives to **teach CT/RT/LM and continue being a GQS**.

In the 2023 state-based School Review the reviewers noted that teachers and most staff indicate familiarity with the documented Pedagogical Framework. The framework outlines 3 main signature pedagogical approaches: Inquiry Learning, Gradual Release of Responsibility (GRR) and Explicit Instruction (EI) – all underpinned by Glasser's Choice Theory.

During the on-site visit to PSSS recoverifiers met with the school leadership team. Even though they may not call themselves “**the champions of choice**”, it was evident that each person on the leadership team values what **Choice Theory** has to offer and ensure that **Choice Theory practices** underpin all that happens in the school. **Lead Management tools** are used in all staff meetings and planning sessions, which encourages **commitment to a plan** by everyone concerned.



In one Prep classroom the children were reading a story about a duck and bear that were friends. At different stages in the story the teacher asked the students which **needs bucket** was being affected at this particular point. Student responses clearly demonstrated they knew what **need** was or was not being met for the bear and duck, why the bears **scales were tipped** and what could happen if the bear did not change his **Quality World picture**.

Many of the Prep children could articulate why they needed to **change their picture** of what they were going to be doing at recess time because of the rain. They all knew it made a big difference to their level of happiness if they could change their picture to something else that was **needs satisfying**. Many of the children knew that they could feel sad if they didn't change their picture of what to play at recess time because of what was happening in the **Real World**.



At cluster meetings the staff indicate that the way decisions are made at PSSS are not the norm for all schools. At this meeting using their **Lead Management** skills enabled them to come up with plans that meet everyone in their group's needs.

During the recoverification visit a teacher aide session was observed. The teacher aides were lead through an activity that focused on personal **Quality World pictures**.

When new staff are appointed to PSSS they are given every opportunity to undertake an induction program based on **Choice Theory** and the school always asks for the "best fit" person to take on roles within the school. New staff are expected to and **supported to use Dr Glasser's ideas to underpin pedagogy and the relationships** they have at PSSS.

Guidance Officers at PSSS are committed to using the language of **Choice Theory** in their discussions with students and parents and have completed a **BIT** in 2024. PSSS's commitment to using wellbeing is demonstrated by the use of school funds to employ an additional part time Guidance Officer-Wellbeing.

At a recent meeting outside of the school, one of the leadership team commented on the use of **boss management** language. Her knowledge of **lead management** enabled her to keep being the person she wanted to be and to value the **relationships** she could build in her group.

At PSSS other programs are used but the criteria for choosing which programs will be used at the school is how well they align with **Choice Theory**. Any decisions that are made are underpinned by **lead management** strategies. The new principal of PSSS (Victoria Anstey) is committed to using pedagogy that is in line with **Choice Theory**. Programs such as Rock and Water, Play is the Way, Zones of Regulation and MPower are examples of this. Ms Anstey could see the power of listening to parents, children and staff to find out why they might want to be at PSSS (and what she could do to support that).

PSSS does not use any **external rewards** systems (such as "student of the week"). The strong belief in **self-management** enabled a member of the leadership team to explain to a school psychologist why PSSS would not be supporting the use of a rewards program for a student with challenging behaviours. Using this **disconnecting habit** of rewarding to control "was not going to happen at PSSS (and they were not going to encourage the parents of that child to do it at home either!)".

In a conversation with a Year 4 teacher it became apparent that using **Choice Theory** has had a significant impact on her professional and personal life. She had one child in her class that was having difficulty regulating his emotions. Asking herself “why is he acting this way, what need isn’t being met?” and helping the young boy ask, “what do I need right now?” and “how can I get that in a way that is safe, responsible, respectful and courteous?” has helped him **self-regulate**. This in turn has led to improved academic outcomes for him. The teacher felt that being at PSSS was career changing as she had done a complete 180° turn and opened her mind to a different way of teaching. She marvelled at the power of seeing children **doing things because they wanted to do it** rather than for an **external reward**. Planning lesson so that the children’s **needs** could be met helped ensure the classroom was a calm, safe place to be where children were happy to take risks.

The question was asked if anyone said they were enrolling their child(ren) at the school because it was a GQS. The Head of School (HOS,) Rose Marzalek, noted that one person had said PSSS being a GQS was a factor for their decision to enrol their child(ren) but in general parents say that they chose PSSS for its reputation. Those parents had heard about PSSS being the best school on the Coast. One teacher education student also indicated she was very happy to have obtained a placement at PSSS because she knew a bit about **Choice Theory**. Being part of the school also helping her understand even more about how **Choice Theory** can be implemented in a school.

Ms Marzalek also told the recoverifiers that she observed that once someone was in the school for a week they could see the power of the **quality relationships** in the school. They saw that PSSS was different from other schools. During the recoverification visit it was reported that one child had returned to the school because “I feel like I belong here”.

It was noted by the recoverifiers that PSSS has a succession plan to ensure **Choice Theory** continues to be the foundation on which the school is built. Ms Marzalek said that there was the depth of knowledge of **Choice Theory** in the leadership team of the school. Those people who had been trained in **CT/RT/LM** “carried the flag” for the school remaining a **GQS**. On meeting with the leadership team of the school it became clear to the recoverifiers that PSSS did not want the foundation of their school to be any other way. Therefore, the leadership team was committed to doing “whatever it took” to ensure that the work they had done to achieve **WGI GQS** status was not lost.

Recommendations

PSSS is prepared to share their scope and sequence that is used to teach **Choice Theory** concepts to students.

PSSS find ways to “advertise” that **Choice Theory** is the foundation on which the school is built and that is why it has the reputation of being “the best school on the Coast”.

PSSS share with other schools their expertise in teaching practices and the collegial frameworks that enhance student outcomes.

PSSS seeks supporting letters from WGI and GA that could be sent to the Regional Office inviting relevant regional personnel to attend the celebration of the recoverification as a WGI GQS and to promote GQS concepts as a best practice model for education.



3.6 Criteria Six: It will be obvious by the end of the first year that this is a joyful school.

Examples of Quality Practices at PSSS

In the PSSS *Explicit Improvement Agenda* there is evidence that in the school's *Strategic Plan* the staff work together to ensure the school is a welcoming happy place where children want to learn. This document also outlines the school's **vision**- *We love our school. It is a dynamic learning community. We are respectful in our relationships. We value choice and the right to be safe. We are learning for today and tomorrow.* The **purpose** of the school is also outlined-*Our purpose is to bring students, staff, parents and interested citizens together as a community to do our best for young people. We aim to connect learning, values and relationships and promote the desire to lead happy, fulfilling lives.*

Highlights from School Opinion Surveys indicate parents, students and staff have many positive things to say about PSSS.

At PSSS there is a *Be You Wellbeing Team* that is made up of students, teachers, parents, teacher aides and school leaders. The information written in the **self-evaluation** report supplied by PSSS indicates that this team look at well-being data to see what extra supports are needed to ensure PSSS is a joyful place to be.

Padlet 19 prepared for the state-based school review (2023) indicates that student behaviour has improved. (Overall incidents in 2022 were 179 and in 2023 out of 1079 students there were 126 incidents). The data also indicates the main reason for the behaviour incidents was to obtain peer attention. *Padlet 19* also indicates 85% of students at PSSS are in the A/B band regarding behaviour and that bullying incidents are low. PSSS has shortened the middle and end of day classroom sessions, which has had led to a significant reduction in behaviour incidents.

The information written in the **self-evaluation** report supplied by PSSS indicates that data has driven the areas to focus on. Students not yet self-managing work with support staff to develop personal goals. The staff at PSSS believes that proactive programs such as *Rock and Water* and regular input from the *Be You Wellbeing Team* help students to self-manage.

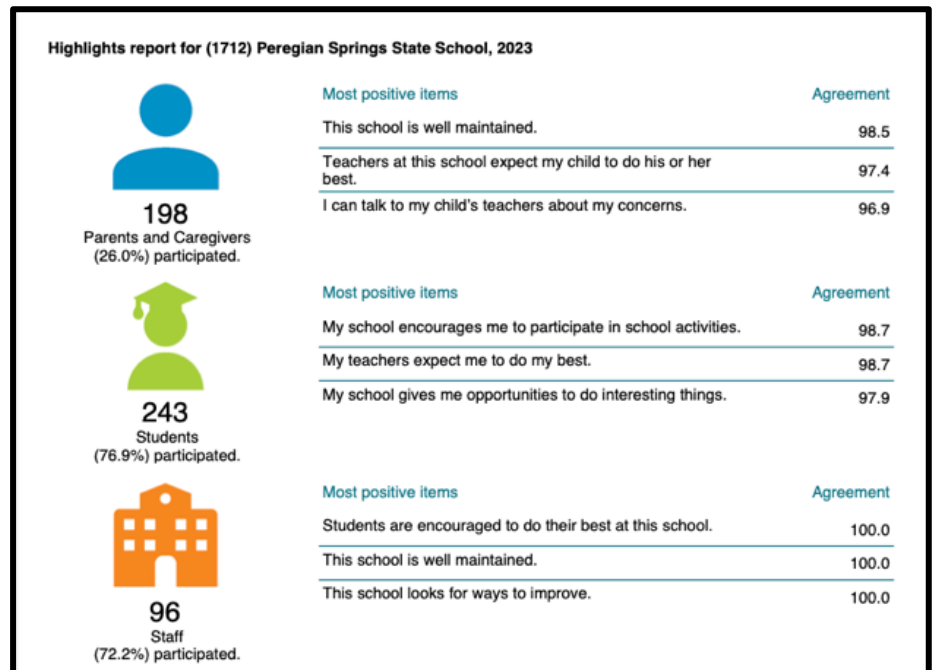
At PSSS there is a well-being room that is a safe space staffed by a supportive adult that encourages students to **self-regulate**, **reflect** and **plan** for success in the playground and classroom. Any child on a support plan receives regular check-ins by the wellbeing team. Support plans are developed with parental, child and teacher input.

The Queensland Education school opinion survey 2023 indicated that:

100% of the staff
believed PSSS is a
good school
98.9% of the staff
enjoyed working in
the school

96.2% of the
students believed
PSSS is a good
school
80% of the students
like being at PSSS

94.9% of parents
believed their child
liked being at PSSS
95.9% of parents
believed PSSS is a
good school



The information written in the **self-evaluation** report supplied by PSSS indicates that attendance levels are high compared to “like schools”.

In the report prepared for the 2023 state-based school review it was noted that:

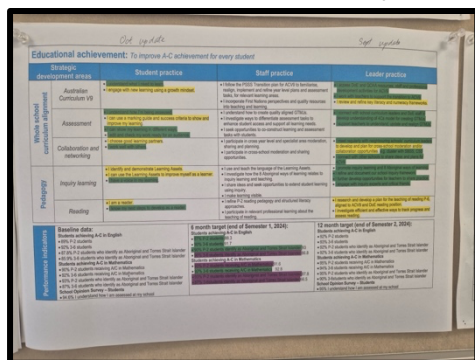
- PSSS has a professional workforce that demonstrates collegiality and mutual support of each other.
- parents, students and staff speak of high levels of professional energy and commitment.
- there are collegial relationships within each year level which foster support for planning and sharing of resources.
- teachers articulated that every child is capable of learning.
- parents reported that the school is a hub for the community. They also expressed respect and admiration of the leadership team.
- Glasser's Choice Theory underpins a trusting, collaborative culture. This in turn nurtures a trusting, no blame culture that fosters risk-taking, creativity and innovation.

Padlet 11 prepared for the state-based school review (2023) indicates that there has been a focus on strengthening **collegial connections** and intentional collaboration. Teachers are released from their classes on a regular basis to work on something that adds value to their classrooms. The PLCs at PSSS enable teachers to focus on “sand” issues. They start with a *Boulder* issue (some children aren't focused in Maths), they move to a *Pebble* issue (many are struggling with multiplication), then on to a *sand* issue (we'll find some fun ways to teach multiplication facts).

During the onsite visit to PSSS it was noticed that at lunchtime many of the leadership team of the school had children “playing” in their office. It seemed apparent that the children were having **fun** and felt welcome in these spaces.

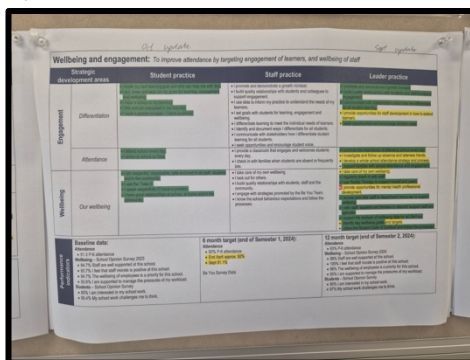
PSSS exemplifies **Lead Management** in action. The leadership team at PSSS work as a team to decide what they want, they ask what the teachers will do and what the children will

do. Support structures are put in place to ensure the “want” can be achieved (rather than just expecting teachers to do something extra to achieve the “want”). This example of **Lead Management** practices at PSSS ensures that everyone’s wellbeing is not compromised and working at PSSS is joyful.



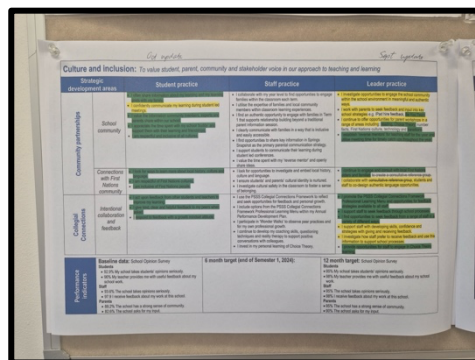
Educational achievement: To increase A-C achievement for every student

Strategic Development Area	Student practice	Staff practice	Leader practice
Assessment	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Assessment	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Collaboration and networking	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Priority learning	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Reading	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving



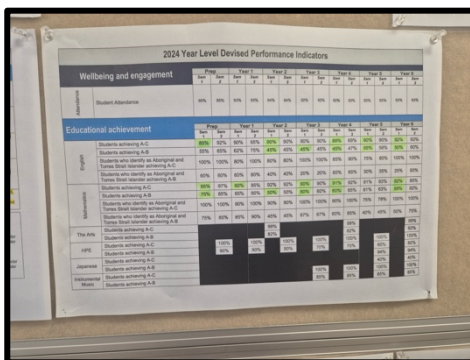
Wellbeing and engagement: To improve attendance by targeting engagement of learners, and wellbeing of staff

Strategic Development Area	Student practice	Staff practice	Leader practice
Engagement	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Attendance	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Wellbeing	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving



Culture and Inclusion: To value student, parent, community and stakeholder voice in our approach to teaching and learning

Strategic Development Area	Student practice	Staff practice	Leader practice
Community partnerships	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Collaboration and networking	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Priority learning	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Reading	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving



2024 Year Level Devised Performance Indicators

Strategic Development Area	Student practice	Staff practice	Leader practice
Wellbeing and engagement	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving
Educational achievement	• Complete all homework and classwork on time	• Plan lessons to ensure all students have the opportunity to succeed	• Monitor and support staff to ensure all students are achieving

Most of the leadership team at PSSS have been at the school for a long time and have a commitment and passion for what the school stands for, which supports the fact that PSSS is a good place to be and a **joy** to work in.

Recommendations

PSSS invites representatives from the Regional Education Office to witness the positive impact **Choice Theory** training has in a WGI GQS.

PSSS celebrates the fact that this school is a place where students and staff can’t wait to be.

PSSS puts the WGI and GA GQS badge on documents created by the school where practical/possible.

The information about **Choice Theory** and the success of the recoverification process is updated on the website.

PSSS continues to “invest” in a strong leadership team that values training in **CT/LM/RT**.

That staff at PSSS explore the possibility of becoming certified in CT/LM/RT (so they can facilitate Take Charge of Your Life course) and go on to become Faculty in order to reduce the costs of ongoing training.

4. Findings in 2023 School Review that recognise the effect Choice Theory has had at PSSS.

The recoverifiers were encouraged to see that in the 2023 School Review Report special mention was given to the impact of using Choice Theory as the foundation of PSSS's philosophical base. In the Report the Nine Domains that Education Queensland identifies as best practice are aligned with Dr Glasser's Six Criteria for a Glasser Quality School as follows:

Domain 1 An explicit improvement agenda

Staff proudly share that their school is an Apple Distinguished School and a Glasser certified school. Staff new to the school explain that understanding how these initiatives intertwine to support student learning progression can be overwhelming at first. They describe how, once they develop an understanding of the initiatives, new staff join existing staff as strong advocates for the school's direction and ways of working.

Teachers speak strongly regarding the autonomy they are provided under Glasser's Choice Theory philosophy. They describe how this professional independence supports them to grow as teachers.

Many staff voice support for the new principal and describe trust and collegiality between staff and leaders. The principal and leaders describe staff as dedicated and committed to the school and all students. Staff discuss strong collegiality and how they work with peers to create a positive learning environment.

Domain 2 Analysis and discussion of data

Leaders and teachers speak of the importance they place on the discussion and analysis of school-wide data to make whole-school and classroom decisions.

The Be You wellbeing program is established for students and parents. Annual Be You children's, parents' and staff surveys are used to plan learning strategies and interventions for groups and individuals. Be You team members use the data to make decisions across academic and wellbeing aspects of student learning. They endeavour to pair the wellbeing data with other data sets to develop a holistic view of student needs.

Some staff suggest further sharing and analysis of all data at an individual student level would assist teachers to support the learning progression of all students. The principal acknowledges that analysis of wellbeing and academic data to build a comprehensive profile of students has the potential to enhance learning outcomes and decide appropriate teaching approaches.

Domain 3 A culture that promotes learning

Staff members describe how Glasser's theory underpins a trusting, no-blame culture. They view this as essential for risk taking, creativity, initiative and innovation, and describe this unique aspect of the school as integral to the positive and optimistic nature of both student and staff culture.

Staff, parents and students articulate that behaviour is generally of a high standard. Artefacts reinforcing choice theory, such as the 'Think Five', support a proactive and solution-focused way for students to solve problems. Classrooms display a range and variety of different artefacts, such as visual timetables and student expectations, to reinforce positive classroom behaviour and the teaching and learning process.



Lessons reinforcing social and emotional wellbeing are delivered weekly to students, supported by an 'expectation of the week'. Some staff members express a wish for behavioural expectations, follow-up procedures and consequences to be more consistently reinforced across the school. They articulate a desire to review existing school processes to support student behaviour as the school grows and experiences changing demographics.

Domain 5 An expert teaching team

A clear sense of collective efficacy, collegiality, and mutual support is apparent among staff members. Parents, students and staff members describe high levels of professional energy and commitment across the school workforce. Staff identify strong collegial relationships within their year level teams. Teachers express appreciation for the support of year level colleagues when planning and describe sharing resources and teaching strategies. Staff members who are new to the school speak highly of comprehensive induction processes that acquaint them with the school's ways of working.

Staff members indicate a deep connection to the school. Leaders note that very few staff put in transfer requests each year. Staff acknowledge the strong levels of collegiality and identify this as a key factor in their long-term commitment to the school.

Domain 6 Systematic curriculum delivery

In response to the 2022 SOS data, leaders worked with students to obtain additional feedback to inform ways of making the curriculum more engaging for all students. To support the class curriculum, staff give additional time to run clubs and interest groups during lunch times and support student leaders to do the same.

Domain 7 Differentiated teaching and learning

Staff members express commitment to supporting students' individual needs and creating a safe and supportive environment for them to learn and grow. Staff work collaboratively to facilitate improved outcomes for all students. They aim to provide a personalised approach to learning within an inclusive culture, articulating a belief that all students are capable of learning given the appropriate learning opportunities and support.

Domain 8 Effective pedagogical practices

Teachers and most staff indicate familiarity with the documented Pedagogical Framework. The framework outlines 3 main signature pedagogical approaches: Inquiry Learning, Gradual Release of Responsibility (GRR) and Explicit Instruction (EI) – all underpinned by Glasser's Choice Theory.

Students confidently discuss how their teachers provide them with feedback to assist their next steps in learning. Many students describe how their teachers have modelled how to provide peer feedback to their classmates.

Domain 9 School-community partnerships

Leaders and parents recognise the benefits of the school engaging with the community and developing partnerships to enhance student learning and wellbeing. Attendance at Gerard's training



5. The supporting evidence the recoverifiers requested to see at the on-site/TEAMS visit...

	Who will view it	Criteria	What “organisation” is required by PSSS.
PD plans on wall (Domain 5) and photos of other visual prompts	Christine	5	✓
What level of training staff members have done and who has facilitated the training	Christine	5	Training data on word document. ✓
Gerard’s parent workshop workbook.	Christine	5	Ask Gerard for a copy. ✓
View completed <i>Universal Learning Design</i> and <i>Guide to making Judgements</i> documents	Christine	2 3	Take images/copies of documents. ✓
Robotics program	Christine	3 and 4	Talk to some of the students. Take photos of finished products ✓
What tools do teachers use to establish a needs satisfying environment eg BN profile, class meetings, etc.	Christine	5	View teacher/school planning documents. ✓
Discuss how a PLC is run. Maybe view what the focus is for Term 4	Christine	5	Ask for data about how many PLCs there are and what are some of the topics covered this year (that relate to CT) ✓
SEL lesson with a focus on CT in action	Christine	1 5 6	Ask Michael to ensure one classroom could do a lesson/activity ✓
Visit the well-being room	Susan and Christine	1 5 6	How does the room run? Do children self-refer/or is it teacher directed? What’s the focus of the room? ✓
What is still happening to support students to self-manage? In 2019 25 out of 1160 students needed support (to self-manage). What are the figures for 2024?	Susan	1 5 6	Ask for data ✓



Figures for self-managing. If there is an incident could we "witness" what happens?	Susan	1 5 6	Just let Michael know we'd like to see what happens if there is an incident. Or I could just talk to a staff member regarding what they do when an incident happens. ✓
See a GRR "I do, we do, you do" lesson in action	Susan	2 3	Sitting in on a lesson to see if the support structure helps students be successful.
A hard copy of the recent school opinion survey. Highlights of it.	Susan	6	Data (can be sent). ✓
What do you do with the effort and behaviour matrix? Are they shared with parents? How does the team work to help students self-manage?	Susan	1	✓
How involved and supportive is the District Office to the concept of quality schooling?	Susan	1 2 3 4 5 6	Talk to leadership team. How can GA WGI support the school in promoting CT? ✓
Parent chats What are three words you would use to describe the school? Why did you choose this school for your child(ren)? When you have a concern, what happens? What do you know about Dr G's theory? How has knowing this impacted on your relationship (with the school, your child and life outside of school)	Bette	5 6	TEAMS call (2-hour time difference)
Talk to members of the leadership team	Bette	2 3 4	TEAMS call (2-hour time difference) ✓