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Co-verification Report Glasser Quality School

PEREGIAN SPRINGS
STATE SCHOOL

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Glasser Quality School criteria addressed

The 6 criteria for a Quality School developed by Dr William Glasser M.D. are addressed below following the co-verification of Peregian Springs State School's declaration as a Glasser Quality School [GQS] August 30, 2019

Co-verifying team for the school's declaration included:

Susan Fleming President Glasser Australia [BIT Instructor]

Bette Blance President Glasser Aotearoa New Zealand [BIT Instructor]

Suzanne O'Connor-McLean [Practicum supervisor], retired Principal of Australia's first declared GQS, co-verified by Dr Glasser himself in 1996.

School Context

Peregian Springs State School is a Primary, Prep to Year 6 School in Queensland Australia located in the Sunshine Coast hinterland. The school opened in 2010 with an enrolment of 264 students. Current enrolment now in its 10th year of operation is 1116 students with Teaching staff numbers at 66.40 and non-teaching staff 16.54.

For more detailed information we suggest the school's comprehensive website www.peregiansss.eq.edu.au

Supporting Evidence used in the co-verification process:

Recent School Review July 2019

As Peregian Springs State School [PSSS] had just undergone an intensive Self-determined School Review by Queensland's School Improvement Unit from July 29 to August 1, 2019 against the 9 domains of the National School Improvement Tool, that review report was used to inform the team in its co-verification process. Suzanne was also a member of the School Review panel and so provided further insight to the team. The exceptional quality of the school's practices and successes are highlighted throughout the Review report and the School Improvement Unit has selected this school for a future case study.

Staff Perception Survey

The staff perception survey of 50 questions related to the Quality School criteria which was conducted in Semester 1 2019 as part of the school's own self-evaluation/co-verification process leading up to the GQS declaration.

School Opinion Surveys 2016 to 2018

These Department surveys are run each August for students, staff and parents. School receive the results during Term 4.

My School website

The National 'My School' website which is a source of information about Australian Schools including National Assessment and Performance Literacy Numeracy [NAPLAN] data.

www.myschool.edu.au

Peregian Springs State School Website

The school's comprehensive website which is a source of significant information including program details and supporting documentary evidence. Key findings of the School Review 2019 are published on the school website.

www.peregianspringsss.eq.edu.au

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

Peregian Springs State School's Behaviour Management framework is referred to as the Self-Management Framework in the school's quest for learners to become reflective, self-managed, self-directed individuals.

Learners are active in self-evaluating their behaviour choices, demonstrate a willingness to take responsibility for their behaviour choices, to understand the natural consequences of those choices and to work on specific goals in their journeys towards becoming self-managed.

Longitudinal Behaviour data indicates continuous improvement in the number of learners demonstrating self-management. Discipline incidents are minimal, especially for a school

this size and are viewed as opportunities for both staff members and fellow students to assist individuals involved in such incidents in self-evaluating their behaviour choices and develop more effective ways of meeting their needs. The school's Learning Enhancement Team works closely in partnership with teachers in providing the intensive support for those learners who are needing co-management on their journey towards self-management.

The success of the school's approach is apparent upon entering the school. There is a sense of calm in every classroom, learners are engaged and interactions among learners and staff are impressive both in the classrooms and in the playground. Learners from Prep through to Year 6 level demonstrate a maturity in their collective emotional intelligence regarding their self-awareness and social skills.

Low incidence of referrals for major and minor behaviours reflects the success of the school's 'Responsible Self-management Plan for learners. A desired outcome for students in this school is self-management and the teaching, support and resources available for assisting learners to become self-managed are widely appreciated by this entire school community. [Recent State School Review report July 2019]

Discipline incidents are seen as an opportunity to teach better ways to behave. Systems are in place to help learners self-evaluate and plan for more effective behaviour in the future. 97.19% answered 5 or 4 on a 5 point scale [Staff Perception Survey Semester 1 2019]

Criterion 2: 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.

Longitudinal national testing data throughout the 10 years since Peregian Springs State School first opened, indicates continuous improvement over time which is especially significant given the growth in enrolments from 264 students when the school opened to 1116 students today. The school's data from the National assessment Program-Literacy and Numeracy [NAPLAN] is available for perusal on 'My School' website.

As part of an explicit improvement agenda, the school outlines specific priorities for focus annually and sets targets accordingly. Gaps between achieved outcomes compared to desired outcomes are then monitored through the school's data inquiry cycles while still maintaining a focus on the school's 'forever journey' to ensure continuous, ongoing success & improvement.

The professional learning model adopted for building capability at both whole school and individual level is cyclical and evidenced- based where the gaps between desired outcomes and achieved outcomes are identified. This then leads to consideration of the current teaching and thinking practices that contributed to those outcomes and the consequent identification of any performance development needs to effect necessary changes in practice and consequent outcomes. The professional development cycle then is aligned to the Reality Therapy process in Choice Theory, the school's Psychological base. Learning needs identified through this process inform annual performance development plans and

*are thus relevant and meaningful to the school's agenda and are consistently actioned.***[Recent state School Review Report July 2019]**

Continuous improvement is achieved by working on whole school and class systems. 98.55% answered 5 or 4 on a 5 point scale. **[Staff Perception Survey Semester 1 2019]**

Criterion 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.

Levels of achievement data [LOA] in the school are monitored through comprehensive assessment and moderation processes whereby grades of C (Competence) or above are allotted across the curriculum. One set of Data perused indicated in 2015 the percentage of students achieving C (Competence) or higher in Technology, Science, Maths and English was 88%, 90%, 80% & 74% respectively. In 2018 the percentage of students in these learning areas had risen to an impressive 95%, 95%, 90% & 91%.

Learners at PSSS are afforded differential opportunities to demonstrate their competence and those still approaching competence (D & E grades) are given intensive in-class support where indicated as part of the commitment to differentiation in curriculum, pedagogy, and assessment as a means of ensuring a match between the way learners learn and the way teachers teach to maximise success.

Learning for students is enhanced by the significant number of Teacher Aides in the school who work collaboratively with teachers as valued members of teaching teams focused on the delivery of quality learning experiences.

All learners with formally verified learning needs are given intensive support to engage and experience success within the mainstream classroom and are supported by their peers. There is a sense from students that they value that everyone including their teachers are learners, and that we all learn differently.

High expectations and an unwavering belief that every student can succeed, underpin practice. Teachers are consistent in demonstrating a commitment to this belief and are passionate about continually developing their capability to contribute further to the desired outcomes of this high performance culture. **[Recent state School Review Report July 2019]**

Speaking & Listening, Reading & Writing, Maths & Problem-solving, Critical thinking & Scientific inquiry, Digital literacy and Personal growth are the focus. 100% answered 5 or 4 on a 5 point scale **[Staff Perception Survey Semester 1 2019]**

Criterion 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.

The school differentiates for all students. Students have multiple opportunities across the curriculum to pursue their specific abilities, interests and passions in order to complete Quality work significantly beyond competence level.

A feature of practice throughout the school is that high expectations are set and Quality is described to be accessed by learners as a standard to self-evaluate their performance. Learners then have a clear picture of what Quality looks like in their chosen field of endeavour including academia, the arts, technologies and human movement studies and thus can aspire to attaining such quality outcomes.

Teachers in this school have created a culture where learners accept responsibility for their own performance and self-evaluate against agreed standards. Evidence of this was apparent in a year 6 class where learners were actually self-evaluating against the Australian Curriculum to illustrate their competencies as well as their learning needs.

Knowing and understanding a learner's personality needs profile, as well as a learner's background, ability, and learning styles enables teachers to form deeper quality relationships with learners and design together appropriate quality learning experiences that lead to quality learning outcomes. [Recent State School Review report July 2019]

The staff encourage creativity, critical thinking and high expectations and are willing to encourage, support and challenge learners to do the best they can. 100% answered 5 or 4 on a 5 point scale. [Staff Perception Survey semester 1 2019]

Criterion 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. A few of these groups will be led by teachers to start but parent volunteers will be asked to take the groups over once they get started.

Choice Theory as the school's Psychological base underpins all practice. Staff, including teaching and non-teaching staff are engaged in continually advancing their own knowledge and understanding of Choice Theory and in sharing their expertise with others, colleagues, students and parents.

Thirty-two people have completed a Basic Intensive Training with Glasser Australia Instructors, with thirty-eight other training opportunities up to certification level being taken up by staff over the last 10 years. Five more staff are completing certification at the Glasser Australia 2019 conference and the school is presenting a workshop.

All learners are taught Choice theory in class and a variety of innovative ways of teaching Choice Theory is displayed in classrooms. Learners readily discuss their basic needs, quality

world pictures and total behaviour. Learners also have a goal related to behaviour as well as the expected academic goals such as literacy and numeracy and can articulate their goals as well as explaining the reasons for choosing them. Quality learning experiences provided in the teaching of Choice Theory are evident in all classrooms throughout the school. Consistency in language and strategies across the school supports learners in their ongoing socio-emotional development.

At Peregrine Springs State School, the Reality Therapy process has been simplified for learners to assist them in self-evaluation through the introduction of the innovative 'Think 5' strategy as a follow up to the successful 'Take 5' strategy that focused on options for actions previously developed and implemented throughout the school. Having these visual prompts displayed around the school promotes consistency of language and use of the RT process in learners and staff.

Parent workshops in Choice Theory are regularly offered and are well attended. Parents appreciate the need for consistency in language and expectations between home and school. Parents were vocal in articulating the difference understanding the basic tenants of Choice Theory had contributed to their parenting. All indicated interest in ongoing training and lauded the quality of the workshops attended.

Trust is a valued part of the interactions among staff in this culture and the implementation of the self-evaluation/co-verification model for improved performance has enhanced the school's focus on quality way beyond compliance. Teachers operate in a highly collegial paradigm where mutual sharing of expertise and the active seeking of feedback from colleagues, leaders and clients are accepted practice. [Recent School Review Report July 2019]

Learners and staff know and understand (are taught) Choice Theory, in particular the difference between intrinsic and extrinsic motivation. 97.11% answered 5 or 4 on a 5 point scale. **[Staff Perception Survey Semester 1 2019]**

Criterion 6: It will be obvious by the end of the first year that this is a joyful school.

Parents, learners and staff attest to the fact that this is a joyful school and has a reputation as such within the broader community. A significant number of parents indicated they actually purchased a home in the local area upon hearing about the quality of the education provided at PSSS.

Quality relationships are a feature of the school's culture to enhance quality work and ensure quality outcomes. Disconnecting habits including criticising, blaming, complaining are actively discouraged while connecting habits such as listening, encouraging, trusting are widely promoted across the school.

Staff and learners' Fun and Enjoyment needs are readily satisfied through participation in the quality learning experiences provided for both groups of learners. It is significant that both groups, staff and learners demonstrate a passion for learning and a commitment to continuous improvement. Both groups also demonstrate a commitment to sharing their expertise with their peers in this collaborative learning culture both in class and in the wealth of extra curricula activities provided.

State data shows rate of daily school attendance at Peregian Springs State School is high. Year to date average attendance data for all students is around 94% with students interviewed universally declaring they enjoy coming to this school.

School Opinion survey data in 2018 indicates overall satisfaction rates for all survey groups is high. Satisfaction rates for staff were at 96.6%, parents recorded 95.4% and students 94.7%. The school is a happy caring place where students, staff and parents want to be. All three groups speak enthusiastically of the quality of the relationships in this school and the quality of the learning and well-being outcomes achieved. [Recent state School Review report July 2019]

Learners and staff find joy in being with one another. 97.06% answered 5 or 4 on a 5 point scale. **[Staff Perception Survey Semester 1 2019]**

Planning for continuing quality in the future

To create a Glasser Quality School a paradigm shift in a supervision culture away from mere compliance is required if real change in performance is to occur. The principal as a Lead –manager by the time the school declares, has incorporated systems- thinking to build school capability with a focus on Quality.

The term capability is chosen as a construct that implies current effectiveness in a futures orientation. While the declaring principal remains at the school, the house paradigm remains intact and the school is characterised by continuing high performance. The challenge is for a QQS to endure when a future Principal operates from a different paradigm.

A recommendation is that at least one member of the selection process for a new Principal has an in depth understanding of Choice Theory, Reality Therapy and Lead-Management to better select the successor.

From the Principal

Peregian Springs State School is predicted to have another growth spurt in the next two to three years. The site has been master planned to enrol up to 1371 students – just over 200 more than we have currently in 2019. Clearly the challenges are somewhat formidable

- More staff

- More buildings
- An increasingly transient community
- A boom in rental properties and affordability housing
- Aspiring leaders who will move to running their own schools

10 years represents a level of maturity and almost a signpost for a turning point. Whichever way that turning point moves towards we 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

Our planning is underpinned by an intense focus of wellbeing and understanding human behaviour through Choice Theory, Reality Therapy and Lead Management.

In conclusion

This newly declared Glasser Quality School is a tribute to Peregian Springs State School's entire staff and their commitment to creating a quality school where everyone wants to be. They are to be congratulated.

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 & innovation, characteristics of high performance.

The co-verification team strongly recommends to other schools they consider professional interchange. Peregian Springs State School has indeed much to offer the teaching profession.

The school's high performance culture is underpinned by an expectation of individual responsibility regarding teacher performance as the school's performance is the collective performance of all individual performers. Teachers are trusted professionals and take responsibility for not only contributing to the school's performance in improving student learning and wellbeing outcomes, but also for self-evaluating & co-verifying their contribution; for further developing their own performance capability; for demonstrating their own performance and for sharing their expertise to assist others' performance as part of their core business. [Recent School review report July 2019]