

Corinda State High 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 **Corinda State High School** from **24 to 27 June 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.

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

1.1 Review team

Lee Goossens	Internal reviewer, SIU (review chair)
Julie Pozzoli	Peer reviewer
Julie Learoyd	Peer reviewer
Bert Barbe	External Reviewer



1.2 School context

Location:	Pratten Street, Corinda
Education region:	Metropolitan Region
Year opened:	1960
Year levels:	Year 7 to Year 12
Enrolment:	1908
Indigenous enrolment percentage:	2 per cent
Students with disability enrolment percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1012
Year principal appointed:	2007
Day 8 staffing teacher full-time equivalent (FTE):	148.39
Significant partner schools:	Queensland Academy for Science Mathematics and Technology (QASMT), Sherwood State School, Corinda State School, Oxley State School, Graceville State School
Significant community partnerships:	Commonwealth Scientific and Industrial Research Organisation (CSIRO), Ben O'Donoghue's Billykart Kitchen, Raw Dance Company, Zen Zen Zo, Queensland University of Technology (QUT) The Cube Science, Technology, Engineering and Mathematics (STEM), QUT Office of Learning and Teaching Faculty of Education, Binnacle Training, Training Direct Australia, TAFE (Technical and Further Education) Queensland – Health Coordinator, independent ballet teacher and choreographer, Blue Dog Training, Mater Education, Brisbane Roar Community Football Program Manager, Lions Football Club High Performance Manager, MOQdigital, Sherwood-Indooroopilly Returned and Services League of Australia) RSL Sub-branch, Gilmour Space Technologies, Aerospace Gateway Schools Program, Leaders of Evolution – sports leadership, Music Viva Australia, University of Southern Queensland (USQ)
Significant school programs:	Programs of excellence in mathematics, science, English, humanities, design and engineering, dance excellence, music excellence, football excellence, tennis excellence, Year 10 honours program, culinary excellence



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, six deputy principals, 11 Heads of Department (HOD), Head of Special Education Services (HOSES), three Heads of Curriculum (HOC), Business Manager (BM), guidance officer, six house masters, 60 teachers, engagement officer, Youth Support Coordinator (YSC), three administration officers, two school officers: facilities, school officer: grounds, Information and Communication Technology (ICT) support manager, two support technicians, five cleaners, student coach, transition officer, four integrated student services teacher aides, nine student leaders, 41 students, Parents and Citizens' Association (P&C) president, school council chair and 15 parents.

Community and business groups:

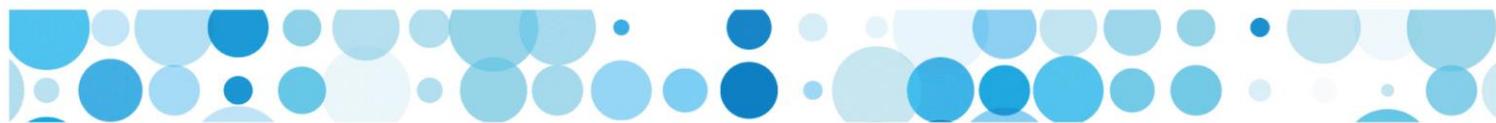
- Training Direct Australia representative, Binnacle Training representative, MOQdigital representative and Leaders of Evolution representative.

Partner schools and other educational providers:

- Principal of Corinda State School, principal of Oxley State School, acting principal of Graceville State School and QASMT deputy principal.

Government and departmental representatives:

- Federal Member for Moreton and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Culture of Learning (November 2018)
Investing for Success 2019	Strategic Plan Towards 2020
Headline Indicators (May 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Student Planner 2019	The Weekly
School pedagogical framework	Annual Faculty Implementation Plans 2019
School Data Plan Analysis 2019	Academic Coaching Toolkit
School Opinion Survey	Gifted and Talented Snapshot 2018
2019 PLC – Culture of Learning	School differentiation plan or flowchart
ICT Strategy (11 December 2016)	Professional development/ Learning Plan
eLearning Implementation Plan	Positive Education
Staff handbook 2019	Head of Department Handbook 2019
School newsletters and website	Assessment Policy 2019
Curriculum planning documents	Carbon neutral certification 2018
Budget Overview Report (25 June 2019)	Whole-school Curriculum and Assessment Plan 2019
Professional learning opportunities and workshops Term 1 and Term 2 2019	Beginning Teachers and Mentors Handbook 2019
Decision-making Framework and Communication Protocol Roles, Responsibilities and Templates 2019	Responsible Behaviour Plan for Students 24 April, 2019



2. Executive summary

2.1 Key findings

The school has transitioned over time to a fully inclusive school.

Teachers identify their understanding that whilst students may be at different stages and rates of learning, every student can learn successfully when provided with motivating experiences, appropriate learning sequences and timely support. Co-teaching classes have been progressively developed across the school whereby subject teachers work beside advocate (specialist) teachers to deliver teaching and support learning for the full range of students in the class.

The school has an increasing emphasis on Information Technology (IT) and eLearning in all year levels.

Through the industry standard Model of Technology Integration framework, learning activities are redesigned to facilitate technology integration in the classrooms. A comprehensive eLearning implementation plan details technology integration for each term for every faculty area with specific goals and moderation processes. The IT team reviews and monitors implementation and technicians provide Professional Development (PD) in digital pedagogies to increase staff skills and capability.

Teachers acknowledge the value of and positive impact consistent pedagogical practices have on student engagement and outcomes.

The school's research-based pedagogical framework involves implementing effective teaching and learning practices that focus on improved student achievement. It incorporates an array of effective teaching strategies that support intellectual engagement, connection to the wider world, inclusive classroom environments and differentiation. Students speak positively regarding their learning environment. They feel challenged and supported in their learning.

Students state that they have a high level of confidence in their teachers because of their professionalism and positive relationships.

Students indicate they believe staff – teaching and non-teaching, to be caring, supportive and wanting the best for students. It is apparent the leadership team believes an expert teaching team is central to improving student outcomes. Significant steps have been taken to identify an organisational leadership structure to support the aims and priorities of the school.

School leaders, staff members, parents and students acknowledge and appreciate the high expectations for learning and extensive range of educational opportunities provided at the school.

The tone of the school reflects whole-school commitment to purposeful successful learning for every student. Interactions between staff members, students and parents are polite,



respectful and inclusive. Staff members articulate and value the strong collegial and mutually respectful relationships within faculties.

There is a strong commitment by school leaders to rigorously drive a visionary, innovative and ambitious Explicit Improvement Agenda (EIA) to improve the learning outcomes for all students.

This commitment is supported by staff members who relentlessly strive to deliver the school's vision to '*Exceed your expectations*'. Teachers are supportive of the direction of the school and the high expectations regarding implementation of the EIA.

School leaders pride themselves, and staff make comment on, the opportunities provided through PD.

The school has processes and practices to identify and respond to student needs through the allocation of staff and resources. The school applies its resources in a targeted manner to meet these needs. The school community is proactive in seeking out additional resources and opportunities to further the school's EIA.

School leaders and teachers articulate a belief that the collection and use of data regarding student performance outcomes is important to inform classroom differentiation.

The school is highly proficient in its processes, practices, array and analysis of data to support teacher planning and approaches to initiate discussion and develop strategies to enhance student performance and outcomes.

Parents speak highly of the partnership with the school and the array of opportunities provided for their child.

Staff members identify a wide range of local businesses and community organisations students engage with to either extend learning or support their wellbeing. The executive principal prioritises the identification of and engagement with an extensive range of partnerships locally, nationally and internationally to enhance student learning and wellbeing. This priority motivates staff to engage with these partners. There is an overt focus on innovation and futures thinking, preparing young people for further study and employment in a transformative world.



2.2 Key improvement strategies

Collaboratively develop a shared leadership model including clear roles, responsibilities and accountabilities aligned to school priorities.

Further align the culture across the school at the executive leadership team, strategic leadership team and at faculty levels.

Harness the full potential of staff to be active and constructive partners in sustainable school improvement.

Strategically, collaboratively and innovatively explore a range of options and strategies to enable staff to sustainably embed system and school priorities.