Introduction

Corinda State High School has a well-deserved reputation of academic excellence, a tradition which has spanned many years. High standards and expectations of students are considered an essential element in maintaining this.

Corinda State High School aims at presenting a holistic education catering for every area of the young person’s life: academic, social emotional and physical.

Students at Corinda State High School are encouraged to achieve excellence in their academic endeavours, standard of behaviour and appearance. These standards are very important and are highly valued by the school community.

Our Vision

Corinda State High School Exceed your Expectations

Our Values

- Curiosity
- Personal Excellence
- Self-Worth & Resilience
- Inclusivity
- A disciplined learning environment

Our Purpose

Corinda State High School develops young people who can participate in a dynamic society, take responsibility, engage in life-long learning and contribute to the stewardship of the Earth.

The purpose of the Corinda State High School Pedagogical Framework is to develop well-coordinated, quality teaching, learning and assessment programs, which build students’ knowledge, skills and behaviours in all curriculum areas as well as their interdisciplinary and/or physical, personal and social capacities.

A common, consistent and evidence-based approach to teaching and learning is vital to ensuring that the learning outcomes for all students are maximised. This document provides an overview of the beliefs, principles, processes and practices that provide this approach at Corinda State High School.

A whole school approach to curriculum ensures:

- Shared understandings and a common language in the school community
- Knowledge of the Learner
- Continuity of learning across year levels
- A full range of learning needs addressed
- Responsive intervention
- Students are given the opportunity to develop deep understanding
- Alignment in teaching, learning and assessment practices
- Our commitment to an explicit improvement agenda

Corinda State High School has adopted the Art and Science of Teaching as a framework to support a consistent evidence-based approach to effective instruction across the school. The Art and Science of Teaching is a powerful framework for understanding the process of learning that can be used to plan curriculum and teaching and learning activities.

Our school has developed a range of processes to support the enactment of our pedagogical framework, particularly in relation to curriculum planning, assessment and the development of a culture of professional learning.
Our framework allows us to live out our vision to *Exceed All Expectations* and reflects our four central strategic priorities of Innovative Curriculum and Powerful Learning, Sense of Community, Exceptional Staff and Corporate Excellence.

This is illustrated in the diagram below:
Student Centred Planning

The explicit individual needs of students are at the forefront of teacher planning at Corinda State High School. All teaching staff are expected to develop an intimate knowledge of the capabilities of the students in their classes. The diagram below sets out the inter-relationship between planning, teacher performance and our improvement agenda.

Differentiation

A pedagogical approach to meeting the individual learning needs of all students.

Teachers can differentiate through:

- **Content** - Differentiating what students are to learn or how the students will gain access to the knowledge, understanding, and skills
- **Process** - Differentiating how a student comes to understand and assimilate facts, concepts and skills
- **Product** - Differentiating expected outcome (product or performance), by affording students various ways of demonstrating what they have learned from the lesson or unit
- **Learning Environment** - Differentiating the learning environment to create a welcoming structured and supportive environment that allows flexibility and access for all students.

Figure 2 Inter-relationship between planning, teacher performance and our improvement agenda
## Differentiation Tool

### What to differentiate

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>Communication</td>
<td>Learning goals</td>
<td>Relationships</td>
</tr>
<tr>
<td>Complexity</td>
<td>Interacting with new knowledge</td>
<td>Complexity</td>
<td>Groupings</td>
</tr>
<tr>
<td>Variety</td>
<td>Deepening understanding</td>
<td>Length</td>
<td>Classroom Routines</td>
</tr>
<tr>
<td>Methods of inquiry</td>
<td>Engaging students</td>
<td>Timelines</td>
<td>Rules and Procedures</td>
</tr>
<tr>
<td>Choice</td>
<td>Levels of cognition</td>
<td>Level of support</td>
<td>Learning space</td>
</tr>
<tr>
<td>Organisation</td>
<td>Learning styles</td>
<td>Learning styles</td>
<td>Technology</td>
</tr>
<tr>
<td>Abstractness</td>
<td>Instructional model</td>
<td>Formative assessment</td>
<td>Resources</td>
</tr>
<tr>
<td>Depth</td>
<td></td>
<td>Expectations</td>
<td>Access</td>
</tr>
</tbody>
</table>

### How to differentiate

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals</td>
<td>Learning goals</td>
<td>Disability specific adjustments</td>
<td>Disability specific adjustments</td>
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<tr>
<td>Proficiency scales</td>
<td>Proficiency scales</td>
<td>Tiered tasks</td>
<td>Seating plans</td>
</tr>
<tr>
<td>Disability specific adjustments</td>
<td>Questioning</td>
<td>Graduated task / criteria sheets</td>
<td>Class rules</td>
</tr>
<tr>
<td>Tiered tasks</td>
<td>Tiered Activities</td>
<td>Different modes of assessment</td>
<td>Visual reminders</td>
</tr>
<tr>
<td>Quantity</td>
<td>Blooms Taxonomy</td>
<td>Feedback</td>
<td>Movement breaks</td>
</tr>
<tr>
<td>Relevance</td>
<td>Explicit teaching</td>
<td>Resources</td>
<td>Proximity</td>
</tr>
<tr>
<td>Pre-Assessments</td>
<td>Modelled, guided and independent practice</td>
<td>Technology</td>
<td>Background noise</td>
</tr>
<tr>
<td>Student data</td>
<td>Feedback</td>
<td>Scaffolding</td>
<td>Lighting</td>
</tr>
<tr>
<td>Explanation</td>
<td>Scaffolding</td>
<td>Additional time</td>
<td>Structure routine</td>
</tr>
<tr>
<td>Questioning</td>
<td>Graphic Organisers</td>
<td>Additional time</td>
<td>Selective grouping</td>
</tr>
<tr>
<td>Explicit links</td>
<td>Checking for understanding</td>
<td>Breaks / rest period</td>
<td>Preferential buddying</td>
</tr>
<tr>
<td>Modes of delivery</td>
<td>Games</td>
<td>Alternate venue</td>
<td>SWPB</td>
</tr>
<tr>
<td>Repetition / Recapping</td>
<td>Student Choice</td>
<td>Additional personnel</td>
<td></td>
</tr>
<tr>
<td>Vocab</td>
<td>Pace</td>
<td>Scribe / Note taker</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>Visual Cues</td>
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</table>

Figure 3 Differentiation Tool
Data Placemats

As part of Corinda State High School’s commitment to ensuring the needs of all students are met every teacher is required to develop a Data Placemat. This document is informed by data sources which include but are not limited to Level of Achievement Data, NAPLAN Data and Diagnostic Testing Data. Prior reporting outcomes from previous schools are also utilised as part of this process.

The purpose of these placemats is to make explicit the individual needs of students to teachers. It is expected that teachers will have an intimate knowledge of the capabilities of the students in their classes. This ensures learning experiences are tailored to the needs of the students as well as identifies those who require access to support and intervention to ensure that students have every opportunity to experience success.

At the end of each semester these placemats are reviewed using the most recent students’ performance data available to ensure they accurately reflect the capabilities of the students. Furthermore throughout the semester and especially during the curriculum design phase these documents are referenced by teachers to ensure that the curriculum being developed is accessible to the students.
Senior School Data Snapshot

Know your learners!

CLASS:

LEARNER SNAPSHOT
- High Flyers – A+/A / WTC
- Potential High Flyers – B+/B
- Lower Threshold – C/C-

STUDENTS WHO SURPRISED YOU
- Who & Why?
- Key Trends from
- Strategies for improvement

STUDENTS TO WATCH
- ISS
- ESL
- Learning Support
- ATSI

STUDENTS AT RISK
- Not Achieving QCE
- IEP
- Not Achieving VET Qualification OR D/E Standard

Figure 4 Senior School Data Snapshot
Page 7 of 23
Junior secondary data snapshot

Know your learners!

**HIGH FLYER**

NAPLAN - Upper 2 bands (U2B) Bands 8-9

Potential Move to U2B

**CLASS:**

**STUDENTS WHO SURPRISED YOU**

Who & Why?

**STUDENTS TO WATCH**

ISS

Learning Support

**TARGET GROUPS**

ATSI

ESL

NAPLAN - Below NMS Band 4

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Figure 5 Junior Secondary Data Snapshot
Data Snapshot

Know your learners!

CLASS:

HIGH FLYER

STUDENTS AT RISK

STUDENTS AT RISK

STUDENTS TO WATCH

FACULTY TARGETS 2014

Figure 6 Data Snapshot
High Expectations

High Expectations are evidenced through the school’s Instructional Model. This underpins all lessons at Corinda, ensuring that all lessons follow a clear sequence based on the latest educational research on effective instruction. The sequence and expectations relating to each phase are set out below:

Corinda State High School Instructional Model

This instructional model is researched based and reflects how students learn effectively. It forms the basis for delivering an effective lesson. A highly effective practitioner will be able to think flexibly about how to best apply the stages of the instructional model to their lesson. While all the stages are important, for an effective lesson phase 1 and 5 are essential. This is due to the way our brain remembers information at the beginning and end of an activity. Additional resources for each phase are attached, giving suggested times and indicators of excellence.

1. Beginning of the lesson
   - Learning intention
   - The hook
   - Activate/Review

2. Presentation
   - Teacher input on the concept
   - Teacher input on the skill
   - Checking for Understanding

3. Guided Practice
   - Classroom instructional strategies
   - Development & engagement
   - Feedback
   - Individual support

4. Independent Practice
   - Show understanding in a number of ways
   - Assess understanding

5. Review
   - Memory techniques
   - Revisit Learning outcomes
   - Reflect on how it has been learned
   - Feedback/Link to next lesson

Figure 7 Instructional Model
Alignment of Curriculum, Pedagogy & Assessment

Curriculum

Steps for Quality Curriculum

- Develop a language of instruction
- Develop a systematic way for teachers to interact about instruction using a model.
- Establish a systematic way for teachers to observe each other using the model of instruction.
- Monitor the effectiveness of individual teacher's instructional style as a form of teacher feedback and professional dialogue.

![Curriculum Cycle Diagram]

Figure 8 Curriculum Cycle
Corinda State High School is required to plan teaching and learning programs using the Australian Curriculum in the mandated areas as they are introduced. Furthermore it continues to plan for other learning areas where the Australian Curriculum is not yet approved, using the Queensland curriculum: Essential Learnings (Years 1–9) and the Year 10 Guidelines.

Corinda State High School aims to place teachers’ professional knowledge and practice at the centre of aligning what is taught, how it is taught, how student learning is assessed and how learning is reported.

The purpose of planning is to achieve the teaching and learning aims of both system and school. Through planning, school leaders and teachers decide how to organise the school’s curriculum — the sum total of the learning and development experiences that are offered by a school, formally and informally and in class and out of class. Planning:

- improves student learning by ensuring that the required knowledge, skills and understandings are included in the learning programs; that there is depth of learning; and increasing sophistication of learning as students progress through their schooling
- establishes, for a range of audiences (administrators, teachers, students and parents), a clear and shared understanding of the intentions for learning and achievement at whole school, year and unit levels
- promotes educationally principled decisions that support students’ learning across and within learning area
- demonstrates how each year plan and unit overview contributes to the whole school goals and builds a culture of high expectations, engaged learning and focused teaching
- identifies opportunities for professional conversations and professional development.

Curriculum and assessment planning within our school occurs at three levels: whole school, year and unit. Each plan complements the others as they work together to support student learning. Teachers then transfer this to their own individual lesson planning using the process outlined on page 11.

**Pedagogy**

The framework is articulated in the form of 10 design questions. They represent a logical planning sequence for effective instructional design. Question 10 is an omnibus question in that it organises the previous nine into a framework for thinking about the units of instruction and the lessons within those units.

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organised into a cohesive unit?

The Art and Science of Teaching is a framework which guides curriculum planning, delivery and assessment. It places a strong emphasis upon the deliberate development and use of complex reasoning processes (higher-order thinking).
However in doing so it does not overlook the importance of the environment in which learning occurs as well as the role played in the processes by learners themselves.

Corinda State High School acknowledges that optimum student learning is integrated and connected to the real world, is intellectually challenging, recognises differences in individuals and groups of students, is negotiated with students and is carried out in a supportive classroom.

An emphasis is on deliberate practice specifically in relation to explicit teaching, student data to inform teaching and learning processes and the Art and Science of Teaching.

Focus on effective teaching strategies is ensured through:
- Cooperative planning
- Faculty and Whole School meetings
- Planned professional dialogue
- Networking and partnerships
- Mentoring and a culture of learning.

**Teacher Effectiveness**

To achieve improvement in teacher efficacy Corinda State High School employs a number of strategies all of which revolve around a coaching model.

Complementing the Art and Science of Teaching framework is the Marzano Teacher Evaluation Model which works hand in hand to coach teachers in improving their pedagogy. Using the framework as the agreed model of effective teaching teachers reflect on their practice based on conversations about instruction; from this areas for improvement. Through deliberate practice the teacher works on achieving their growth goals with the support of their coach who observes their practice and provides focused feedback based on what they observed. Using the teacher reflective scale the teacher and their coach discuss where they believe they are at on a scale of 1-4 and use this to inform the actions they will take to move further along the scale and thus improving their practice.

At Corinda State High School we utilise a number of strategies to support teacher development and provide teachers with opportunities to observe teaching and engage in dialogue/coaching conversations about teaching.

**The Developing Performance Framework**

To support staff to keep learning and doing the best job they can, Corinda State High School is committed to developing a culture of learning and ongoing improvement. A major focus for developing a culture of learning at Corinda State High School is the alignment of the school’s vision and planned direction, as evidenced in the school’s Strategic Plan, and the Annual Implementation Plan, with the Department of Education’s own educational vision and priorities.

The intent of developing a culture of continuous improvement is to:
- link teachers, support stand and their respective roles to the success of students and the school
- establish a shared understanding of what has to be achieved and how, where school leadership works with staff, and staff work with each other, in ways that will enable it to be achieved
- have a process for ensuring that staff have mechanisms for giving and receiving feedback on their work, that assists them to improve what they do and provides them with the best possible support so as to be more effective and work to the best of their ability
- allow staff to successfully access and define professional development
• assist staff to achieve their work and career goals
• encourage and assist employees to clarify and set team goals
• enable conversations with their Line Manager, as these conversations best develop their understanding of the framework
• open up formal and informal conversations, as these support a learning culture
• strengthen existing relationships with their Line Manager, as these lead to a safer and more trusting environment in which to discuss individual development.

Alignment of Plans and Objectives

A key aspect of continuous improvement is the alignment of individual objectives with those of faculties and the school as a whole. This requires that plans for individuals in the school are in tune with the overall school improvement or development plan and, in particular, the goals and targets for improved student learning which it can be expected to contain.

Whole school plans, however, are likely to focus on aspects of school activity rather than any one staff member’s plan, and it is important to ensure that objectives for the individual focus on what matters most – that is, improved learning in the school.

![Diagram of alignment of objects - Individuals, Faculties and School](image)
Performance Development Plan

Our move towards the development of a learning organisation is based on the beliefs that continuous professional improvement has a greater chance of success when:

a. staff have opportunities to be involved in identifying their development needs and professional growth
b. staff take part in determining their individual goals
c. staff have maximum opportunities for hands on involvement and self help
d. it is based on a continuous assessment of staff needs - ideally linked to Professional Standards for teachers, Leadership Matters and specific role descriptions.

Staff members come from varied backgrounds, and training programs. Their professional developmental needs will vary depending on such factors and the needs arising from the environment in which they work.

Consequently, the major emphasis in any program of professional growth and development must lie in the identification of individual needs, and the consequent negotiation of a performance development plan (PDP).

Our development program includes the following:

a. **opening horizons** - Exposing staff to a range of possibilities in various broad areas of their world and to provide opportunities for leadership
b. **self-identification** – staff identifying those areas that they do well in and those areas that they feel the need to develop
c. **negotiating Professional Development Plan (PDP)** - Following their identification of needs, staff members decide upon their individual goals and then devise an action plan to achieve these, in line with relevant professional standards, school direction and role description
d. striving for continuous improvement of teacher effectiveness through teaching skills and classroom climate.
Components of Performance Development Plan Process

Figure 10 The Components of Performance Development Plan Process
Professional Learning Communities (PLC) Planning

Coaching and Mentoring
Coaching and mentoring plays an important role in developing high performing teachers and effective teaching practices. It involves:

- lesson observation
- support, and
- coaching.

Feedback is central to monitoring teacher effectiveness and coaching teachers to improve. All teaching staff, including Heads of Department, are to have at least one observation by their line manager each semester. In addition to this all teaching staff will engage in lesson observations and feedback with each other. A Reflective Practice Log has been established to assist teachers in recording their observations in relation to the Art and Science of Teaching and specific identified goals. Observations and feedback can take the form of specific targeted teaching, eg. Literacy or a pedagogical aspect. This will be negotiated prior to the observation.

Instructional Rounds

Use of Feedback
Student feedback can be obtained for individual teachers to focus their professional characteristics and skills on those aspects of climate that most need to be improved, and/or to seek to develop new capacities where effectiveness needs to be improved.

Classroom climate surveys will be used to highlight aspects of classroom climate the students appreciate and other aspects that may need to be improved. This provides teachers with another dimension of feedback which can assist them in improving student outcomes.

All teachers are asked to administer the school classroom climate survey each term as part of their data collection to inform planning and delivery of lessons. This will be conducted electronically, via anonymous surveys with students in class time. This data contributes to the review meeting as part of the reflection process.

Assessment
Assessment is a key aspect of the teaching and learning process. The purpose of assessment is to promote, assist and inform teaching and learning, improve student outcomes, and to provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

At Corinda State High School assessment is:

- A planned and ongoing process of gathering data about students’ academic progress
- Reflected through the use of a range and balance of assessment tools and tasks appropriate to the students’ programs
- Used as an integral tool for planning, teaching, learning and reporting
- Clearly and explicitly elaborated with students so they are aware of how they are being assessed, the expectations of the assessments and how they can best demonstrate the goals of the assessment
- Moderated to ensure alignment and consistency of judgement
- Used to provide important school data that informs the school community of the effectiveness of school curriculum programs and pedagogy and satisfies systemic school data requirements
• Aligned and accountable to reflect curriculum intent (Essential Learning QSA Senior Syllabus requirements and Vet Requirements).
• Both formative and summative.

Monitoring student progress and responding to learning needs
I. Implement quality assessment
II. Monitoring student learning and providing useful feedback
III. Using standards consistently

Figure 11 The Assessment Process
Moderation

Moderation is used in the Junior and Senior School to:
- Support consistency of teachers’ judgements of student achievement
- Develop shared understandings about quality assessment
- Provide valuable professional feedback regarding assessment, teaching and learning
- Develop teacher, student and community confidence in school reporting
- Inform teaching programs.

Moderation involves:
- Samples of student work
- Task marking guides
- Groups of teachers or an expert model
- Professional sharing and feedback.

All faculties undertake moderation processes to ensure there is consistency when making judgements about student achievement using standards consistently (from Roadmap).

Safe, Supportive, Connected & Inclusive Learning Environments

School Wide Positive Behaviour Support (SWPBS)

At Corinda it is expected that all members of the school community will actively participate in the creation of a supportive learning environment that encourages positive self-worth, personal responsibility and self-respect and which reflects a common set of rules to teach and promote our high standards:

- **Courtesy** Respect and Consideration ~ Appropriate Social Conduct
- **Cooperation** Working Together ~ Sharing for Mutual Benefit
- **Commitment** Engaging in an Agreement ~ A Promise

Our school has adopted Schoolwide Positive Behaviour Support (SWPBS) and communicates behavioural expectations as a form of universal behaviour – a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been developed to each of our three school rules. The School Wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all settings. These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons
- Reinforcements of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
## Corinda State High School Positive Behaviour Expectations

<table>
<thead>
<tr>
<th>COURTESY</th>
<th>COOPERATION</th>
<th>COMMITMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtis</td>
<td>Cooper</td>
<td>Comet</td>
</tr>
</tbody>
</table>

### RESPECT & CONSIDERATION
- Appropriate Social Conduct
  - Follow school rules in all settings
  - Be polite to all members of the school and wider community
  - Respect others and their property
  - Use appropriate language at all times
  - Respect the personal space and privacy of others
  - Allow teaching/learning to occur without interruption
  - Allow the teacher to manage the learning environment

### WORKING TOGETHER
- Sharing for Mutual Benefit
  - Follow the directions and requests of school staff promptly
  - Resolve conflicts and disagreements without physical or verbal aggression
  - Tolerate other people’s differences
  - Participate in group activities to produce the best quality outcomes
  - Keep area around you clean
  - Be a good role model
  - Maintain a safe environment for all

### ENGAGING IN AN AGREEMENT
- A Promise
  - Be on time
  - Be in correct uniform
  - Be prepared for learning
  - Attend all classes
  - Demonstrate the 3C’s whenever you are in uniform
  - Take responsibility for your learning
  - Be an active member of the school community
  - Strive to meet School Representation Benchmarks

- Manage impulsivity
- Take responsible risks
- Respond with wonderment and awe

- Think interdependently
- Listen with understanding and empathy
- Think and communicate with clarity and precision
- Gather data through all senses
- Question and pose problems

- Strive for accuracy
- Think about your thinking
- Persist
- Create, imagine, innovate
- Apply past knowledge to new situations
- Remain open to continuous learning

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Figure 12 CSHS Positive Behaviour Expectations

Page 20 of 23
SS Strategy (Student Success Strategy)

Corinda State High School’s Student Success Strategy is a whole school approach within our school to identify the needs of targeted students in order to develop personalised interventions and demonstrate their impact. This includes ensuring that all students have ‘one caring adult’ with whom each student has a connection.

Two of our values – Personal Excellence and Self Worth and Resilience are reflected throughout the processes in this strategy to improve student learning outcomes and to build foundations for all students to achieve success in their secondary education. An important aspect of this program is involving students, parents/carers, staff and community agencies as participants in the process of building success into students’ schooling. Our school vision, “To Exceed All Expectations” underpins our rationale for supporting students in our school. It is our aim that we provide the building blocks for all students to achieve Personal Excellence.

At Corinda State High School we have a range of resources to support student learning and it is important that these resources are used effectively across the school so that students can benefit from this. The Student Success Strategy provides Corinda State High School with a framework to do this.

The Student Success Strategy is supported by research undertaken at North Central Regional Educational Laboratory (NCREL), (1996) which claims that family involvement brings about improved teaching and learning by generating a positive attitude among teachers and raising self-esteem, teachers feel respected by families who are involved. The model below developed by NCREL (1996) reflects the impact the student success strategy has on all aspects of the school:

![Student Success Strategy Diagram]

Figure 13 Student Success Strategy

The philosophy of the Student Success Strategy at Corinda State High School is adopted around each student having ‘one-caring’ adult while in secondary school. Benard (1995) in Eric Digests suggests that the presence of at least one caring person – someone who conveys an attitude of compassion, who understands that no matter how challenging a child’s behaviour, the child is doing the best he or she can given his or her experience – provides support for healthy development and learning. The process is outlined as follows:
Junior School/Senior School HOD accesses outside agencies for intensive support, makes recommendations to Administration for correctional behaviour. Junior School/Senior School HOD coordinates SS meetings and process.

Figure 14 Student Success Strategy Process