

# Corinda State School

## Executive Summary





## Contents

1. Introduction.....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders.....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies.....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Corinda State School** from **15 to 17 November 2021**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

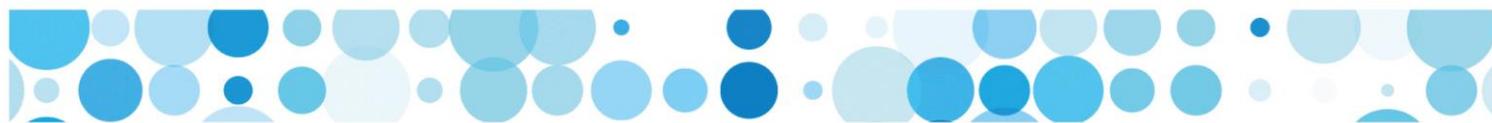
### 1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Ray Bloxham	Internal reviewer
Julie Warwick	Peer reviewer
Matthew Glen	External reviewer



## 1.2 School context

<b>Location:</b>	Cliveden Avenue, Corinda	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	630	
<b>Indigenous enrolment percentage:</b>	3.6 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	12.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1094	
<b>Year principal appointed:</b>	2021 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), Head of Department – Curriculum (HOD-C), Business Manager (BM), two Support Teachers Literacy and Numeracy (STLaN), guidance officer, Speech Language Pathologist (SLP), 35 teachers, 11 teacher aides, three administration officers, cleaner, 47 students and 28 parents.

Community and business groups:

- Director of Little Ted's Childcare Centre and president of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal of Corinda State High School and principal of Sherwood State School.

Government and departmental representatives:

- Councillor for Tennyson Ward Brisbane City Council, State Member for Mount Ommaney and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017–2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
Visual Timetable	Curriculum planning documents
School improvement targets	School newsletters and website
School pedagogical approaches	Student Code of Conduct 2020–2023
School data plan	EdStudio
Feedback planning responses from teachers	Whole School Plan for Teaching and Learning
School Opinion Survey	



## 2. Executive summary

### 2.1 Key findings

**Over time the school has developed a strong culture of learning complemented by a focus on connectedness and wellbeing.**

There is an obvious collective efficacy for students and a willingness of staff to think creatively and trial new approaches and practices. Staff members are committed to continually improving their practice and providing a learning environment and opportunities for students that enable engagement, challenge and improvement. The leadership team deliberately allocates time for staff members to collaborate on school improvement priorities and strategic direction. Cohort/Collegial Interaction Meetings (CIM), staff meetings and staff development days include opportunities for reviewing school initiatives and practices. Staff members express feeling valued and their skills and capabilities appreciated.

**Students, staff and parents are proud of the school and speak positively of the mutually respectful relationships and communication that exist.**

The tone of the school is warm, positive and inviting for all members of the community. Staff work diligently to promote a culture of inquiry and teachers express the belief that all students are able to be successful learners in an environment of high expectations. The school's 'not yet' mindset supports this belief. The school's five core values of *'Consideration, Safe & Smart, Try Your Best, Appreciate and Respect'* are captured in the CSTAR acronym and promote skills that students require to be confident and self-disciplined. These values are embedded across the school community and are visually supported in classrooms and throughout the school. Students speak with great enthusiasm of the care shown to them by teachers and of the range of opportunities available.

**Staff members are aware of school priority areas and discuss the impact of initiatives over the past four years on their practice, student improvement, and student and staff wellbeing.**

The principal articulates continually striving for precision and clarity in school-identified priorities. Leaders identify that the formation of a new leadership team and the implementation of a scan and assessment phase of school practices, policies and procedures have enabled further sharpening of the actions aligned to the school's annual planning documents and Explicit Improvement Agenda (EIA). An underlining learning map for priority areas, accompanied by timelines for actions and targets expressed in terms of measurable student outcomes, is continuing to be developed.



**School leaders have put considerable effort into building a coherent and sequenced plan for curriculum delivery based on the Australian Curriculum (AC).**

The leadership team articulates that continuing refinement of the whole-school plan is necessary to strengthen the Quality Assurance (QA) process involved in enacting the AC with fidelity. Refinements are anticipated within the general capabilities and cross-curriculum priorities, reflecting new versions of the AC and changes in system-level documents. The school is investigating new ways of constructing and delivering an engaging curriculum. These include introducing authentic Indigenous perspectives, multi-age learning contexts, authentic connected curriculum structure, and digital learning using iPads. Leaders and teachers articulate that these curriculum initiatives provide opportunities for creative innovation that will continue to evolve in future years.

**Contemporary evidence-based research underpins school improvement priorities and the suite of teaching practices identified as effective for engaging and challenging students in their learning.**

Many teachers have developed expertise in utilising a range of effective pedagogy to enrich curriculum delivery and motivate students to learn. Teachers willingly participate in trialling new practices and placing themselves on the learning edge. Some year level cohorts have commenced applying an inquiry lens to the Humanities and Social Sciences (HASS) curriculum. Leaders view this work as a beginning step in utilising inquiry pedagogies to enrich and connect curriculum learning areas.

**The leadership team and staff articulate their commitment to an inclusive school culture to optimise the engagement, learning and wellbeing outcomes for the full range of diverse learners.**

Some teachers identify an awareness of tailoring curriculum and classroom activities to meet the needs of highly capable students. Some students identify that curriculum demands within their classrooms are 'just right' and some students identify curriculum demands as 'too easy'. Members of the leadership team and most classroom teachers articulate that support for potentially high achieving students is an emerging practice. Consistent approaches to implementing agreed quality differentiated practices for the full range of students are yet to be documented and embedded across the school.

**School leaders encourage collegiality and professional collaboration amongst staff members and have established school-wide practices to facilitate teachers working together to share their learning regarding successful teaching practices.**

The school has developed a range of routine opportunities for staff members to learn and work together, including staff meetings, and planning and moderation activities. A high level of trust is apparent amongst staff at all levels of the school. Teachers articulate some opportunity to observe the practice other members of staff. Teachers indicate the desire to more regularly and systematically engage with their peers and with school leaders in classroom visits aimed at improving teaching practices. A collaboratively developed and endorsed collegial engagement framework is yet to be apparent.



**The school EIA documents the school priority of developing students as assessment-literate learners.**

Strategies to support this priority have included teacher involvement in an action research program on student-centred feedback with the University of Queensland (UQ) and Professor Cam Brooks<sup>1</sup>. Many teachers identify successfully utilising practices explored during the inquiry project in their classrooms. Teachers articulate that strategies including learning progressions, success criteria, learning intentions and work examples are pivotal in engaging students in writing and improving their Level of Achievement (LOA) in English. Teachers identify coaching sessions, informal sharing of practice and the opportunity to watch others work as central to building their confidence and capability in student goal setting, co-constructing work examples with increasing complexity for sharing, and providing effective and relevant feedback to students.

**Parents, carers and community members speak highly of the school as a place of nurturing and care, and reference its strong reputation.**

The school is known for the focus on the Arts and human and financial resources are directed towards an extended instrumental music program and a specialist dance, drama and media art teacher. Over time 'Corinda Goes Community' has seen students perform in local aged care facilities, Early Childhood Education and Care (ECEC) centres, and local festivals. Staff members speak positively of the support provided to the school by parents and the wider community in meeting the needs of all students. Community support ensures a school-based ANZAC commemoration, a vibrant Harmony Day and National Aborigines and Islanders Day Observance Committee (NAIDOC) Week celebration are highlights on the school calendar. Leaders speak with pride in relation to the school's journey to date to forge strong Indigenous partnerships. An Indigenous parent community Yarning Circle has been established to develop a sense of place for Indigenous students to share Jarjum Stories. An invitational group of 22 Indigenous students and their parents comes together regularly for Little Mob where they participate in a range of cultural activities.

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<sup>1</sup> Brooks, C. (2016). *Feedback for Learning: A mixed methods study in the upper primary classroom*. (PhD Thesis). School of Education, The University of Queensland (UQ).



## 2.2 Key improvement strategies

Sharpen school improvement priorities through the inclusion of detailed action plans accompanied by timelines and targets expressed in terms of measurable student outcomes.

Quality assure the enactment of the planned curriculum, all aspects of the AC achievement standards, general capabilities and cross-curriculum priorities, and the emerging innovations in school-based connected curriculum.

Provide further clarity and Professional Development (PD) for teachers on school-determined inquiry pedagogies and how and where to utilise them to enhance curriculum planning and delivery.

Strengthen staff capability to tailor and document differentiated learning strategies at each level of planning and curriculum delivery to meet the needs of all students, including potentially high achieving students.

Collaboratively develop and implement a collegial engagement framework to support a comprehensive professional learning plan that builds staff capability in alignment to school priorities.