

# Corinda State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



## 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 School Improvement Unit (SIU) at **Corinda State School** from **22 to 24 August 2017**.

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 consider 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

Stephen Bobby	Internal reviewer, SIU (review chair)
Leisa Wood	Peer reviewer
Robert Lee	External reviewer



## 1.2 School context

<b>Location:</b>	Cliveden Avenue, Corinda
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1927
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	578
<b>Indigenous enrolment percentage:</b>	2.9 per cent
<b>Students with disability enrolment percentage:</b>	3.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1088
<b>Year principal appointed:</b>	2014
<b>Full-time equivalent staff:</b>	55
<b>Significant partner schools:</b>	Corinda State High School, Jamboree Heights State School, Milperra State High School
<b>Significant community partnerships:</b>	Rotary Club, Police-Citizens Youth Club (PCYC) – Inala, Benarrawa Community Centre, John Fleming, Brisbane Ukulele Musicians Society, Oxley United Football Club, Parkinson’s Association Choir, Oxley Police Beat, Corinda Neighbourhood Watch, Dunlop Park Pool, Queensland Scripture Union
<b>Significant school programs:</b>	Student Council, Junior Rotarian, Super Saturdays, Learning Enhancement Days, Inclusive Instrumental Music Program (Year 4)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principals, Head of Curriculum (HOC), master teacher, mathematics coach, Head of Special Education Services (HOSE), Support Teacher Literacy and Numeracy (STLaN), English as an Additional Language or Dialect (EAL/D) teacher, guidance officer, teacher/librarian, 19 teachers, five teacher aides, Business Manager (BM), tuckshop convenor, trading committee chair, three administration officers, Parents and Citizens' Association (P&C) executive, 22 parents and 67 students.

Community and business groups:

- Police Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) coordinator.
- Benarrawa Community - Gaja Kerry, Indigenous Elder.

Partner schools and other educational providers:

- Deputy principal - Year 6/7 coordinator of Corinda State High School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Key Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Curriculum planning documents	School newsletters and website
School pedagogical framework	School Opinion Survey
School data plan	Responsible Behaviour Plan
School based curriculum, assessment and reporting framework	Corinda State School Curriculum edStudio



## 2. Executive summary

### 2.1 Key findings

**Staff members, students and parents articulate that the school is connected to the community through positive and caring relationships.**

Students and staff members have an obvious sense of belonging. All parents are welcomed and staff members, students and parents speak positively about the school. All members of the school community speak with enthusiasm regarding their relationship with the school. Throughout the school there is a distinct sense of embracement of multicultural inclusion and diversity. Gaja Kerry frequently visits the school to facilitate language, dance and bush tucker workshops with students and parents. Staff members from the school have attended an educators' learning (Yarning) circle to discuss Indigenous perspectives.

**The leadership team has committed to embedding the school's improvement priorities and staff members are united and committed to the improvement agenda.**

An Explicit Improvement Agenda (EIA) is developed for the school that articulates a commitment to four fundamentals in 2017. These fundamentals are '*Connectedness, High Expectations, Explicit Instruction and Reading is the Foundation for Learning*'. Teachers speak confidently about their work in the area of reading being the foundation for learning. Teachers do not identify the other areas as improvement agenda priorities, regarding connectedness, high expectations and Explicit Instruction (EI) as the established ways of working. Quantifiable targets for connectedness, high expectations and EI are yet to be implemented.

**The leadership team places a strong emphasis on the use of data to track student achievement and improvement.**

A systematic plan is established to collect data regarding student outcomes. Meetings are scheduled regularly between leadership team members and cohorts of teachers for the analysis of data. These sessions identify strategies pertaining to the improvement of pedagogical practice influencing student outcome attainment. Classroom teachers demonstrate knowledge and understanding of data analysis to inform their planning and make adjustments for students, particularly for the '*Not Yet*' student. School leaders recognise the need to continue to build a culture of self-evaluation and reflection to inform teaching and learning.



**The school applies its resources in a targeted manner to meet identified student learning needs.**

The principal is proactive in ensuring resources and opportunities to further the school's improvement agenda are prioritised. The whole-school budget, including the Investing for Success (I4S) funds, reflects the core priorities in the school's Annual Implementation Plan (AIP). The focus areas in the I4S plan include employing a Head of Curriculum (HOC), master teacher, mathematics coach, Speech Language Pathologist (SLP) time, teacher aides and other resources utilised in maintaining high impact pedagogy and further developing transition to Prep processes.

**The school leadership team places a priority on the development of an expert and coherent school-wide teaching team.**

High quality professional learning opportunities are provided to introduce new initiatives and programs. Teachers are encouraged to take responsibility for the decision-making processes relating to pedagogy and curriculum implementation. Staff members are confident in their teaching fields and are growing in professional ownership of the classroom learning platform. Teaching staff members are eager to expand their knowledge regarding how to improve their current teaching practice. There are strong collegial support mechanisms building teacher confidence in accessing support from other staff members and the leadership team when required.

**The school's curriculum plan is drawn from the Australian Curriculum (AC) and utilises Curriculum into the Classroom (C2C) as a supporting resource for teachers to adapt.**

Curriculum leaders have strong ownership of established planning processes through the three-weekly short-term data cycle planning meetings. Teachers value the time dedicated to planning curriculum units and collaborative conversations with their teaching team. Alignment between curriculum documents and enacted curriculum is apparent. Teachers are beginning to integrate reading across other key learning areas. The school is moving away from C2C curriculum implementation to an inquiry-based model of learning.

**The leadership team has set an expectation that student learning goals are an integral part of the students' link to learning.**

Students are able to enunciate their learning goals, primarily in reading. Most students further outline high levels of appropriate engagement and appropriateness of learning episodes. Teachers focus on providing clear instructional support for students ensuring a high level of student engagement.



**Staff members, parents and students articulate that inclusivity is a particular strength of the school that contributes to its positive reputation in the broader community.**

Teachers welcome the integration of students with verified needs in their classrooms. These students are integral to the classroom and teachers engage in the monitoring and implementation of Individual Curriculum Plan (ICP) goals in conjunction with specialist support from the Special Education Program (SEP). Students with significant, complex needs are well supported and there is a culture of inclusivity that is apparent across all aspects of the school.

**Members of the community, parents, staff members and students display enormous pride in the school.**

Parents indicate they are extremely happy with the education their child receives at the school and the opportunities that are provided. Partnerships with parents are strengthened through a range of school events and celebrations that are held regularly. These events enhance the sense of community within the school.



## 2.2 Key improvement strategies

Refine the current improvement agenda to ensure a sharp, narrow and deep focus that is accompanied with achievable and measurable targets and associated timelines and resourcing.

Continue to provide opportunities for staff members to deepen their understanding of all the elements within the AC, including cross-curriculum priorities and general capabilities.

Enhance student goal setting by widening the curriculum expectations and focus on more specific strategies to improve each student's capacity to outline their personal improvement outcomes.