



## **ACCREDITATION STATUS REPORT**

### **Craigslea State High School**

685 Hamilton Road, Chermside West

Qld. 4032



13 Celadon St  
Sunnybank Hills  
Qld 4109

ACN 147 502 967

10<sup>th</sup> September, 2020  
Mr Mark Farwell,  
Principal,  
Craigslea State High School,  
685 Hamilton Road,  
Chermside West.  
QLD. 4032

Dear Mark

Following the Self-Assessment Prepared by your school and the subsequent Accreditation Panel Visit, I write to confirm that the Australasian Schools Accreditation Agency grants Accreditation Status to your school for a period of four years from September, 2020.

Maintenance of your Accreditation Status is subject to the ASAA receiving an Annual Report that shows progress in implementing the recommendations in the Accreditation Status Report that follows.

A handwritten signature in black ink that reads 'K. Rogers'. The signature is written in a cursive style and is placed on a light-colored, textured rectangular background.

Ken Rogers  
Chair  
Australasian Schools Accreditation Agency

# *ASAA ACCREDITED SCHOOL*



*Craigslea State High School*

*K. Rogers*

*Director, ASAA*

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*September, 2020*

# EXECUTIVE SUMMARY

## Accreditation Outcome

Craigslea State High School is granted Accreditation Status for four years from September 2020. Accreditation Status confirms that the school meets the requirements for accreditation. Continuing Accreditation Status is subject to ASAA's acceptance of an Annual Accreditation Confirmation Report.

Annual Accreditation Confirmation Reports will demonstrate that the school is implementing the Recommendations specified in this Accreditation Status Report to achieve the outcomes established for the school's "Pathways to the Future".

The Annual Accreditation Confirmation Report will also document the school's capability to meet the ASAA Accreditation Standards for the following year.

## Achievements

The ASAA Accreditation Panel identified a number of areas of school's current practices that it commends. These are set out in this report, however, ASAA particularly wishes to encapsulate the following areas of school practice as demonstrating high levels of performance.

1. The school has an exceptional culture that is calm, orderly, and caring, characterised by productive classrooms
2. The school has a comprehensive and well documented curriculum that aligns with the new QCE and Australian Curriculum requirements
3. The school has clear and relevant guiding principles that are focused on engaging young people in the highest quality learning as Global Citizens.
4. The school has implemented a goal setting process that consistently supports all students to identify specific pathways to improve their learning
5. The school demonstrates a consistent trend of improvement in student learning outcomes that exceed those of comparable like schools.
6. The school has employed a marketing and engagement officer who strategically promotes and celebrates their positive school culture leading to an increase in community engagement

## Pathways to the Future

In conducting its Accreditation Assessment, the Accreditation Panel determined the following outcomes to be achieved over the next three years. Aspects of these outcomes are set out as recommendations in the sections of this report that follow.

1. Review governance structure, responsibilities, and accountabilities to enhance alignment and line of sight for all leaders.
2. Deepen the understanding of Instructional Leadership of all school leaders to build capability as lead learners to model and drive pedagogical practice

3. Collaboratively develop a strategy to enhance teacher knowledge of and capability in applying the school's pedagogical framework
4. Further develop the capacity of school leaders and teachers to monitor consistently student learning, using a range of formative and summative data, to drive refinement of pedagogical approaches.
5. Develop teacher understanding of and capacity to implement co-teaching models to improve student learning outcomes.

# 1. IDENTITY

## 1.1 PURPOSE, VISION AND VALUES

### Outcome Statements

- 1.1.1 The school has a clearly articulated Statement that embodies high aspirations and goals for student learning and professional performance in line with Education Queensland's strategic intentions.
- 1.1.2 The school's Statement is known and subscribed to by all key stakeholder groups.
- 1.1.3 All school structures, policies and practices explicitly align with and reflect its Statement.
- 1.1.4 The school's Statement is reviewed and updated against a documented renewal cycle.

### Commendations

- C1. The school has an exceptional culture that is calm, orderly, and caring characterised by productive classrooms
- C2. The school has clear and relevant guiding principles that are focused on engaging young people in the highest quality learning as Global Citizens.
- C3. The collegial and positive school culture reflects the organisational values of the school.

### Affirmations

- A1. The school has developed a clear definition of Global Citizenship and a wide range of opportunities are available to students to build their Global Citizenship through CAB and extra-curricular activities.
- A2. There are high levels of parent and community support in enacting the school vision, evidenced through the highly engaged P & C and School Council.
- A3. The school has adopted a strategic approach to building and marketing a unique Craigslea State High School identity in the wider community.

### Recommendations

- R1. Further develop understanding of and commitment to Global Citizenship by all staff and students.
- R2. Identify and embed tools to measure the implementation of the school's guiding principles.
- R3. Explore opportunities to engage Alumni as partners in promoting the school's vision.

## 2. TEACHING AND LEARNING ENVIRONMENT

### 2.1 LEARNING OUTCOMES

#### Outcome Statements

- 2.1.1 Students develop a clear understanding of how they learn, what they know and can do, and know they can use this knowledge and their skills to enhance their future learning.
- 2.1.2 Student outcomes are equivalent to or exceed comparable like schools and demonstrate progressive improvement.
- 2.1.3 Student data is regularly analysed and used to determine teaching approaches to improve student outcomes.
- 2.1.4 The school has an agreed improvement agenda.

#### Commendations

C4. The school has implemented a goal setting process that consistently supports all students to identify specific pathways to improve their learning.

C5. The school demonstrates a consistent trend of improvement in student learning outcomes that exceed those of comparable like schools.

#### Affirmations

A4. The school has developed data placemats incorporating a range of data which teachers use to inform differentiation within classes.

A5. The school implements a range of interventions that support student-learning outcomes at school and beyond.

A6. The school has developed an inclusive school culture that meets the individual needs of a diverse range of students

#### Recommendations

R4. Further develop the capacity of school leaders and teachers to consistently monitor student learning, using a range of formative and summative data, to drive refinement of pedagogical approaches.

R5. Monitor the effectiveness of pathways that support the full range of students to successfully transition to employment or further education or training.

R6. Develop teacher understanding of and capacity to implement co-teaching models to improve student learning outcomes.

## **2.2 CURRICULUM**

### **Outcome Statements**

- 2.2.1 The planned curriculum aligns with the school's Statement and meets the national and state system requirements, especially in areas such as Literacy and Numeracy.
- 2.2.2 The curriculum provides for the full range of students.
- 2.2.3 The curriculum clearly addresses the cognitive, social, and physical development needs of students as they move through phases of schooling, especially in areas such as Literacy and Numeracy.
- 2.2.4. A high priority is placed on ensuring that the planned curriculum is delivered.

### **Commendations**

- C6. The school has aligned curriculum, pedagogy, assessment, and cognitive verbs.
- C7. The planned curriculum aligns with the New QCE and Australian Curriculum requirements
- C8. The school provides a wide range of co-curricular and extra-curricular opportunities for students

### **Affirmations**

- A7. The school has implemented a BYOD program with the majority of students embracing the use of technology in their classrooms
- A8. The school's strategic focus on writing in the Explicit Improvement Agenda is supported by the implementation of "Write that Essay"
- A9. Pre-teaching and pre-assessment meetings are used across the school to develop a consistent understanding of the curriculum and assessment intent including identifying the cognitive verbs in the unit
- A10. The school offers students a range of General and Applied curriculum opportunities

### **Recommendations**

- R7. Enhance digital pedagogies aligned with the school Pedagogical Framework
- R8. Measure regularly the impact and success of the "Write that Essay" strategies to inform whole school implementation
- R9. Further develop horizontal and vertical articulation of General Capabilities and 21<sup>st</sup> Century Skills aligned to Global Competencies
- R10. Explore opportunities to extend the range of pathways for the full range students



## **2.3 EFFECTIVE TEACHING**

### **Outcome Statements**

2.3.1 The school has a clearly articulated pedagogical framework.

2.3.2 Teachers have a well-founded knowledge and understanding of their discipline.

2.3.3 Teachers demonstrate effective practices which engage and motivate students to achieve to their potential.

2.3.4 The learning environment is designed to meet the learning needs of all students.

2.3.5 Learning opportunities are maximised.

2.3.6 The culture of the school promotes learning.

2.3.7 Teachers use a variety of ongoing assessment to advance student learning.

2.3.8 The school develops partnerships with parents, businesses, and community organisations to improve outcomes for students.

### **Commendations**

C9. Teachers are passionate about their subject areas and can consistently identify the school's focus areas and Classroom Instruction that Works (CITW) strategies

C10. Individual learning goals are visible and owned by all students who can explain how they support their learning

C11. The school has an established intentional collaboration structure through Professional Learning Groups (PLGs) where teacher agency is valued

### **Affirmations**

A11. Heads of Department recognise the value of visiting classrooms to observe implementation of focus areas

A12. Teachers engage in Place Mat Analysis and Behaviour Achievement Attendance Social (BAAS) meetings to analyse data and inform classroom planning

A13. Faculty sharing of effective practice following PLG evaluations is contributing to a shared understanding of quality instruction

A14. The school has a range of productive external partnerships that benefit student wellbeing and learning experiences

### **Recommendations**

R11. Enhance the capacity of all teachers to reflect collaboratively on their implementation of CITW

R12. Develop collaboratively, a strategy to enhance teacher knowledge of, and capability in, applying the school's pedagogical framework

R13. Develop teacher understanding of embedding General Capabilities and 21<sup>st</sup> Century Skills into daily effective practice

R14. Monitor and evaluate the effectiveness of the SPRINT program for experienced teachers who are new to the school

## **3. ORGANISATIONAL MANAGEMENT**

### **3.1 GOVERNANCE**

#### **Outcome Statements**

- 3.1.1 The structure and processes of governance are aligned with the school's statement.
- 3.1.2 The school leadership works collaboratively with the School Council and/or Parents and Citizens Association to achieve the school's purpose.
- 3.1.3 The school's Senior Leadership Team articulates the school's direction through long-term, mid-term, and short-term plans for achieving its purpose.
- 3.1.4 Clear boundaries and decision-making structures are established to develop policy, manage operations, and monitor financial budgets.
- 3.1.5 The school's policies are reviewed and updated against a specific renewal cycle.
- 3.1.6 The school's policies and practices comply with systemic requirements.

#### **Commendations**

C12. The school has a strong and effective Parents and Citizens' Association (P&C), School Council and Student Representative Council (SRC).

C13. The school leadership team progresses its continuous improvement agenda by regular formal review and evaluation of the school's performance.

#### **Affirmations**

A15. The school has embedded teacher ownership and voice through research - based activities in Professional Learning Groups (PLG's)

A16. The school's policies and practices are aligned with relevant legislation, professional standards, and education system expectations.

#### **Recommendations**

R15. Review governance structure, responsibilities, and accountabilities to enhance line of sight for all leaders.

R16. Engage key stake holder groups and formalise a regular review cycle of major school policies

R17. Develop a sharp and narrow focus for the Professional Learning Group (PLG) projects to align with the school priorities

## **3.2 LEADERSHIP**

### **Outcome Statements**

- 3.2.1 School leadership at all levels focuses on core educational outcomes, student learning and teaching.
- 3.2.2 The leadership team positions the school to respond to current and future opportunities and challenges.
- 3.2.3 School leaders behave ethically, build trust, and work collaboratively to achieve the school vision.

### **Commendations**

- C14. The Executive Leadership Team (ELT), led by the Principal, has clearly articulated a set of priorities focussed on teaching and learning
- C15. The student leaders are exemplary role models who speak highly of the school and have a strong belief in their role as Global Citizens
- C16. The creation of a range of additional leadership roles has enabled intervention and enrichment of the student learning experience

### **Affirmations**

- A17. The Senior Leadership Team (SLT) demonstrates a passion and commitment to the purpose of the school
- A18. The school has established significant opportunities for senior students to participate actively in leadership
- A19. The school culture is enhanced by the willingness of staff to participate actively in a range of additional activities and programs

### **Recommendations**

- R18. Deepen the understanding of Instructional Leadership of all school leaders to build capability as lead learners to model and drive pedagogical practice
- R19. Implement a structured program for staff that identifies and develops aspiring leaders
- R20. Develop opportunities for Junior Student Leaders to align and work with the Senior Student Leaders in terms of voice and action

## **3.3 MANAGEMENT**

### **Outcome Statements**

- 3.3.1 School management ensures that staff has the capacities required to ensure highly effective management of all programs, and high-quality teaching and support for student welfare.
- 3.3.2 Resources are managed effectively and innovatively to ensure student learning is maximised to achieve strategic priorities in the development of new directions.
- 3.3.3 Management is based on a clear structure of planning, goal setting, and monitoring and performance review against targets
- 3.3.4 The school responds continuously to data and other evidence from formal and informal feedback about its performance in the short-term, medium-term, and long-term.
- 3.3.5 The school has established an effective data management system, with appropriate access, storage, and retrieval protocols

### **Commendations**

C17. The school has established and documented clear and concrete implementation plans aligning with state-wide policy and the school's explicit improvement agenda

C18. The school has employed a marketing and engagement officer who strategically promotes and celebrates their positive school culture, leading to an increase in community engagement.

C19. The school attracts and retains qualified and capable staff who engage actively in lifelong learning to deliver quality teaching and learning to students

### **Affirmations**

A20. The school has an established induction program to ensure new staff are supported and enabled to deliver on programs

A21. All staff are engaged in a process of Performance Development to identify strengths and development needs for continuous improvement

A22. The school budget is developed with a student - centred approach and is managed and monitored regularly

A23. Resources to support teaching and learning are sourced and deployed to support the learning outcomes for all students

A24. The Parents and Citizens Association (P and C) works collaboratively with the school to maximise resourcing opportunities

### **Recommendations**

R21. Review regularly the school's data management systems to ensure current and future requirements are met

R22. Review and implement whole school communication systems to share information and knowledge to enhance service delivery

R23. Plan strategically for, and pursue facilities maintenance, upgrades, and expansion

# Accreditation Methodology

The ASAA accreditation process involves the following core activities:

1. ASAA makes a preliminary assessment of the school against the ASAA Accreditation Standards and takes a decision as to whether the school is ready to seek accreditation.
2. The school undertakes an assessment against the ASAA Accreditation Standards.
3. The school provides ASAA with a report based on its self-assessment.
4. ASAA appoints an Accreditation Panel to visit the school to evaluate the evidence used and the judgements made by the school in its self-assessment, and to undertake any necessary further assessments required in making its evaluation against the ASAA Accreditation Standards.
5. The Leader of the Accreditation Panel prepares a draft report of its findings for presentation to the ASAA Board.
6. The Accreditation Panel makes a recommendation to the ASAA Board as to whether Accreditation is to be conferred, or not.
7. The ASAA Board subsequently makes a decision to confer Accreditation Status or defer Accreditation Status until such further actions recommended by the ASAA Board have been implemented to its satisfaction.

## Accreditation Panel

### Panel Chair

Sue Dalton, Principal, Miami state High School

### Panel Members

Stephen Baskerville, Head of Campus, Kirwan State High School

James Palframan, Deputy Principal, Windaroo Valley State High School

Tracey Eaton, Deputy Principal Helensvale State High School

### ASAA Liaison Officer

Ken Rogers, ASAA Chair