

Craigslea State High 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 **Craigslea State High School** from **24 to 27 August 2020**.

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

Cameron Hodges	Internal reviewer, EIB (review chair)
John Thornberry	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Hamilton Road, Chermside West	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1102	
Indigenous enrolment percentage:	4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1047	
Year principal appointed:	2012	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), nine Heads of Department (HOD), Head of Special Education Services (HOSES), 55 teachers, two guidance officers, eight administrative officers, two tuckshop convenors, six teacher aides, three cleaners, facilities officer, professional learning coach, international student coordinator, academic coach, two computer technicians, school marketing officer, 68 students, 17 parents and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Chair of Local Chaplaincy Committee (LCC).

Partner schools and other educational providers:

- Principal of Aspley State School, principal of Craigslea State School and principal of McDowall State School.

Government and departmental representatives:

- Councillor for Marchant Ward Brisbane City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School data plan 2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Craigslea SHS Guiding Principles	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School-based curriculum, assessment and reporting framework	Craigslea Professional Learning and Collaboration Framework 2020
Roles and Responsibilities for all school leaders	Teaching and Learning Handbook – <i>Craigslea's Pedagogical Framework in Action</i>



2. Executive summary

2.1 Key findings

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations.

The plan provides a reference for monitoring learning across the year levels. Each faculty at the school has a rigorous approach to curriculum planning to ensure teaching and learning are systematically aligned to the Australian Curriculum (AC), Queensland Curriculum and Assessment Authority (QCAA) senior syllabuses, and/or Vocational Education and Training (VET) certificates. A collaborative approach to curriculum planning across the school ensures the curriculum meets all systemic requirements, whilst being adapted to meet the learning needs of students and the local school context.

The leadership team views reliable and timely student data as essential to the effective leadership of the school.


A school data plan with timelines and responsibilities outlines the range of data collected at the school and identifies who is responsible for the collection and analysis of that data. Well-established processes regarding the collection and analysis of data to track attendance and student wellbeing are apparent at a whole-school level. The achievement and wellbeing of target groups are tracked by relevant staff with case management and support strategies established for students requiring additional support and intervention. A Senior Pathways tracking process is established for students with disability in the senior school to ensure these students are well supported on pathways leading to successful post-schooling outcomes.

Highly effective teaching is recognised as the key to improving student learning throughout the school.

The school has a comprehensive research-based pedagogical framework, the Classroom Instruction That Works (CITW) model. Staff members articulate that the model has been established at the school for a number of years and that its implementation has been led with the support of a master teacher and a pedagogical coach. Teachers articulate their familiarity with and regular use of the framework to inform their everyday teaching and learning activities.

The school leadership team is a cohesive team united in the belief that all students are able to succeed when provided with a responsive curriculum, expert teachers, tailored support and clear expectations.

A strong sense of collegiality is apparent amongst the school staff. Staff members articulate a clear understanding of the key accountabilities they have in relation to the delivery of the curriculum, intentional collaboration, differentiation and pastoral care. Line management responsibilities are allocated between the administration team and other school leaders. Line management discussions include key roles in the implementation of the Annual Implementation Plan (AIP), future strategic initiatives, Human Resources (HR) issues and



key operational issues. Agreed line management protocols at all levels are yet to be documented. School leaders express a willingness to engage in calibration of line management protocols to develop greater levels of consistency.

School staff members express a commitment to the school and their students and understand the importance of the continuous improvement of their teaching practice.

The teaching and learning handbook, Craigslea's Pedagogical Framework in Action, is available for and referenced by most teachers. The document provides a comprehensive overview of the teaching and learning priorities at the school and a reference for teachers in relation to pedagogical expectations and practices supported by the school. Teachers express they value instructional walkthroughs and the informal feedback provided by the Heads of Department (HOD). Teachers and school leaders articulate they would value the development of a more systematic process of observation and feedback that is differentiated to support the range of skills and capabilities at the school.

A strong commitment to success for all students is identified by the leadership team.

There is an explicit whole-school expectation that differentiation of teaching and learning will be used across the school to support the learning of every student. The established class placemat process allows teachers to identify starting points for all students and select appropriate strategies to differentiate their teaching for each student within their class. The completion of the data placemat to inform differentiation strategies used within classrooms is consistent across the school. Opportunities to share best practice amongst teachers in implementing differentiation strategies within the classroom are yet to be apparent. There is an established program for every student to set a learning goal and improvement strategy for every subject every term. This process is embedded across the school. Students express that they complete these goals for all subjects and these goals assist them in focusing on improvement for each subject.

School culture is driven by a strong sense of community apparent in the care and support that students and staff members demonstrate for each other.

The school's vision for all students to become active citizens in a global society is underpinned by the key values of *'Learning, Respect and Community'*. The curriculum that supports this vision is a relatively recent introduction to the school timetable and the impact of the key messages is still emerging. Some students are able to identify the values being taught within the curriculum and the messages discussed by school leaders during assemblies. This vision is additionally becoming recognised in the wider community as a key point of difference between the school and other neighbouring secondary schools. Students, staff members and parents speak highly of the school and value its friendly and professional culture. Students and parents speak highly of the efforts teachers make in ensuring every student is able to succeed. A strong collegial culture is apparent amongst teachers who provide professional and personal support for each other through formal and informal interactions and partnerships.



The school allocates human, financial and physical resources to meet identified teaching, learning and wellbeing needs of all students.

School leaders give priority to understanding and addressing the needs of students and source and deploy available resources to meet these needs. Specialist staff members are utilised in a number of ways to best support the learning, wellbeing and pathway needs of students. This includes the programs and deployment of staff members to support English as an Additional Language or Dialect (EAL/D), students with disability, students requiring additional literacy and numeracy support, highly able students and international students. Students express appreciation for the support they receive from specialist staff in many aspects of school life.

Members of the community, parents, staff members and students are strong supporters of the school.

Parents and families are recognised and valued as integral members of the school community and partners in learning. Partnerships are strategically established to address identified student needs, and operate by providing access to experiences, support and resources not available within the school. The school's P&C is an enthusiastic supporter of the school and, through the fundraising efforts of the sub-committees, provides significant support to the school's signature volleyball and music programs. Parents speak positively of the school and value the academic and extracurricular learning opportunities offered to their child. Key community members speak positively regarding their relationship with the school.



2.2 Key improvement strategies

Collaboratively develop, document and implement line management practices for all school leaders with an inbuilt Quality Assurance (QA) process.

Collaboratively develop with teachers, then implement and monitor a systematic process of observation and feedback that is differentiated to support the range of skills and capabilities at the school and is aligned to the Explicit Improvement Agenda (EIA).

Collaboratively develop a systematic approach to the sharing and capability development of effective classroom differentiation strategies with all teachers.

Embed the guiding principles of global citizenship within the curriculum.