

Cleveland District State High School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.





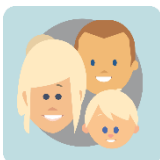

Acknowledgement of Country

We acknowledge the shared lands of the Quandamooka nation and the Quandamooka people of the Jandai language region.

About the school

Education region	Metropolitan South Region
Year levels	Years 7 to 12
Enrolment	2384
Indigenous enrolments	6.1%
Students with disability	21%
Index of Community Socio-Educational Advantage (ICSEA) value	1029

About the review

 5 reviewers from 5 to 6 September 2024	 45 interviews and forums	 107 school staff
 81 students	 11 parents and carers	 9 community members

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

Domain 6 – leading systematic curriculum delivery

Systematically enact moderation practices, with a focus on the planning stage, to build teachers' deep knowledge of the Australian Curriculum, and collaboratively determine and monitor the effectiveness of pedagogical strategies.

Domain 8 – Implementing effective pedagogical practices

Collaboratively develop a shared language and understanding of pedagogy to systematically enact a whole-school approach.

Domain 7 – Differentiating teaching and learning

Scale-up the whole-school approach to differentiation to build teachers' capability in enacting effective differentiation strategies in all classrooms.

Key affirmations



Strategic planning, governance and management systems are instrumental in driving school improvement.

Strategic planning is strongly aligned from system through to the Annual Implementation Plan (AIP), faculty AIPs, and roles and responsibilities. Leaders are clear how their work contributes to school improvement. Embedded systems enable consistent enactment of strategies, line of sight and governance by leaders. School community members speak of the principal's strategic leadership, influence, mentorship and guidance. Strong systems are underpinned by a range of applications (apps) that provide clarity and foster productivity. Staff describe the deep trust and confidence they have in the leadership team.



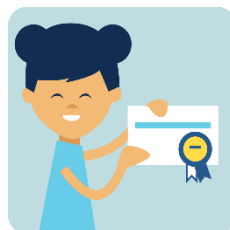
The community holds the school in high regard, and stakeholders value the connections and partnerships with the school.

School community members value the school's diversity and multiculturalism. Students convey a sense of belonging and pride in their school, and appreciate that staff empower them to be their best and work towards a successful future. They value the extracurricular opportunities offered and appreciate teachers' expertise and caring approach. First Nations Elders and external agencies value the deliberate connections made with them, and the opportunity to work with the school to shape strategies. They speak of the contribution of school staff to shared projects and the knowledge, ideas and resources they commit.



Innovative and supportive systems build depth of leadership capability.

Staff praise leaders in supporting development of their leadership capability. The cascading leadership system is highly regarded by staff for providing them with transparent opportunities to perform a variety of roles with in-built support from mentors. Staff describe how these systems support both school improvement and their individual career pathways.



A comprehensive, multi-tiered approach to student support creates a positive learning culture and environment.

A strong positive culture is fostered through respectful relationships and clearly articulated, structured roles that support engagement and success for all students. High behavioural expectations for students are clearly communicated by staff and students. Staff describe multi-tiered systems of support, effectively using resources to provide proactive and responsive support. Referral processes and thresholds for intervention are documented and outline the roles of teachers and leaders. Sport, Passions, Arts, Recreation and Citizenship (SPARC) in the junior sector, centred around student interests, builds positive relationships and students' social and emotional capability aligned with respectful relationships education.



A strong case management approach customises support for students' wellbeing and engagement.

Systematic, school-wide case management is supported by a fluid and responsive team structure with collective and distributed responsibilities. The school's suite of leading learning apps makes comprehensive student progress data visible. The school-wide approach provides accountability between actions of the case management team and the achievement of student learning outcomes. Staff articulate they feel supported in the process by middle and executive leaders. Case management for students with disability ensures each student has an accountable case manager and Personalised Learning Plan with adjustments and supports recorded and regularly shared with stakeholders.



A collegial culture of learning across the entire school community builds strong mutual trust.

Staff articulate that diversity is valued and they work collaboratively to support students' individual learning needs. Staff speak of the collegiality across the school between individuals, and within and between teams. They convey that this trust makes them feel empowered to innovate and have autonomy to perform their role within governance guidelines. Staff value clarity of expectations through strong communication, and are confident that the leadership team values the voice of staff and students.