

Corinda State High School

01



Jacqueline Craigie

*Deputy Principal
Inclusion*

02



Natalie Fernandez

Head of Inclsuion

03



Kaitlyn Crossan

Head of Inclusion

Corinda State High School

Co Teaching as a Systemic Change Strategy

Jacqueline Craigie,
Natalie Fernandez, and
Kaitlyn Crossan

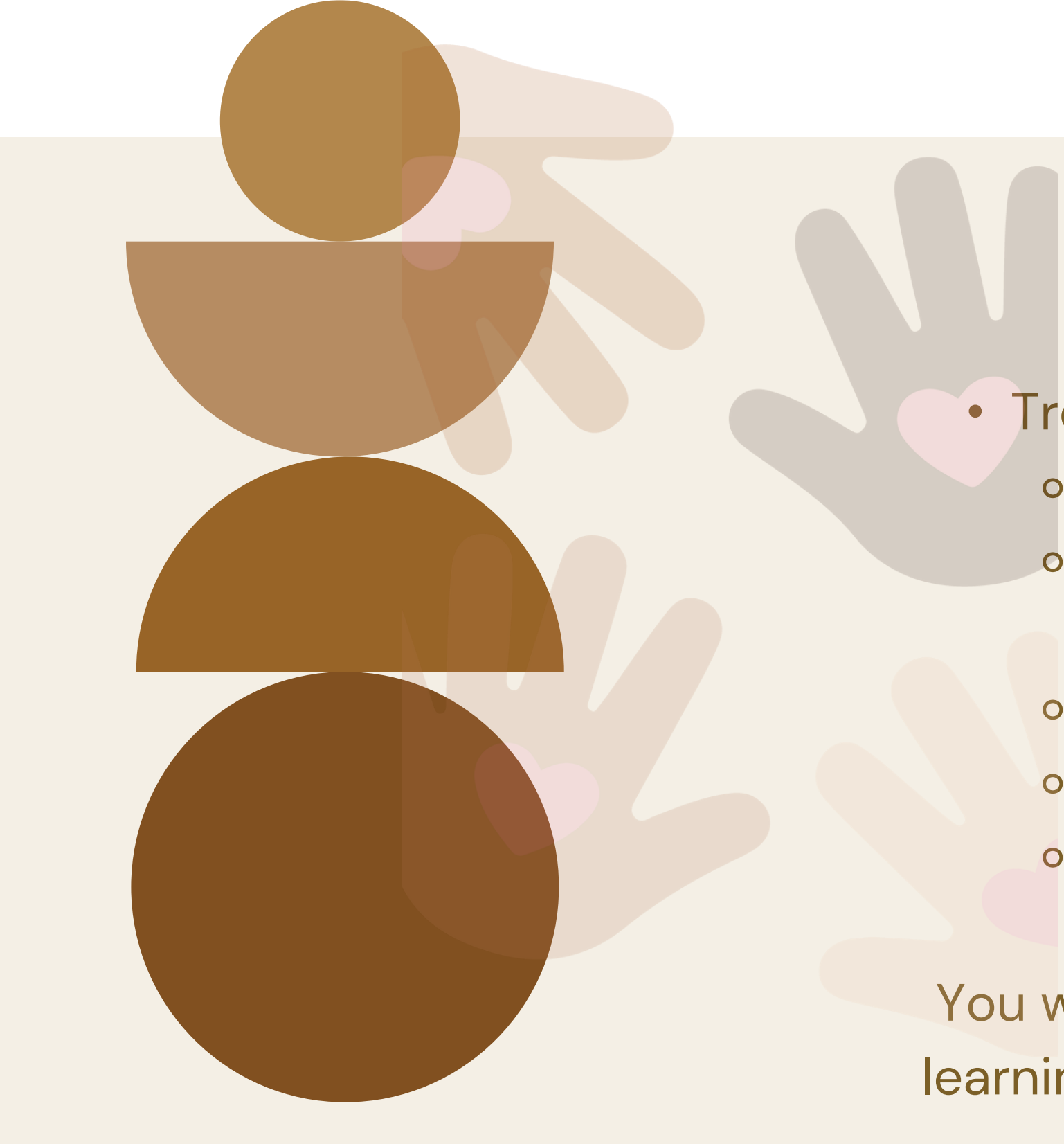


CORINDA SHS



Philosophy

- Inclusion at Corinda SHS is by design:
 - nothing happens by accident
 - it needed to be intuitive & sustainable
 - we needed to respond to the environment we have (high performing, socially, and culturally diverse)
- Our motto is "Inclusion is everyone's business":
 - shifted the focus from inclusion being something only a few do
 - stopped thinking about it as a educational change and started to realise it is actually a huge cultural piece in the school community
 - cultural change requires work from everyone for lasting meaningful change



Diversity requires diversification

- Trends in Qld teaching:
 - less teachers training as special education
 - reduction in universities offering special education qualifications
 - increase in learning inclusion on the job
 - staffing issues – writing on the wall
 - intensification of job (looked for ways to reduce stress on whole school)

You will now hear from our Deputy of teaching and learning about HR

As the HR DP, how has it been trying to find and hire SEP teachers comparatively to curriculum teachers?

Vision

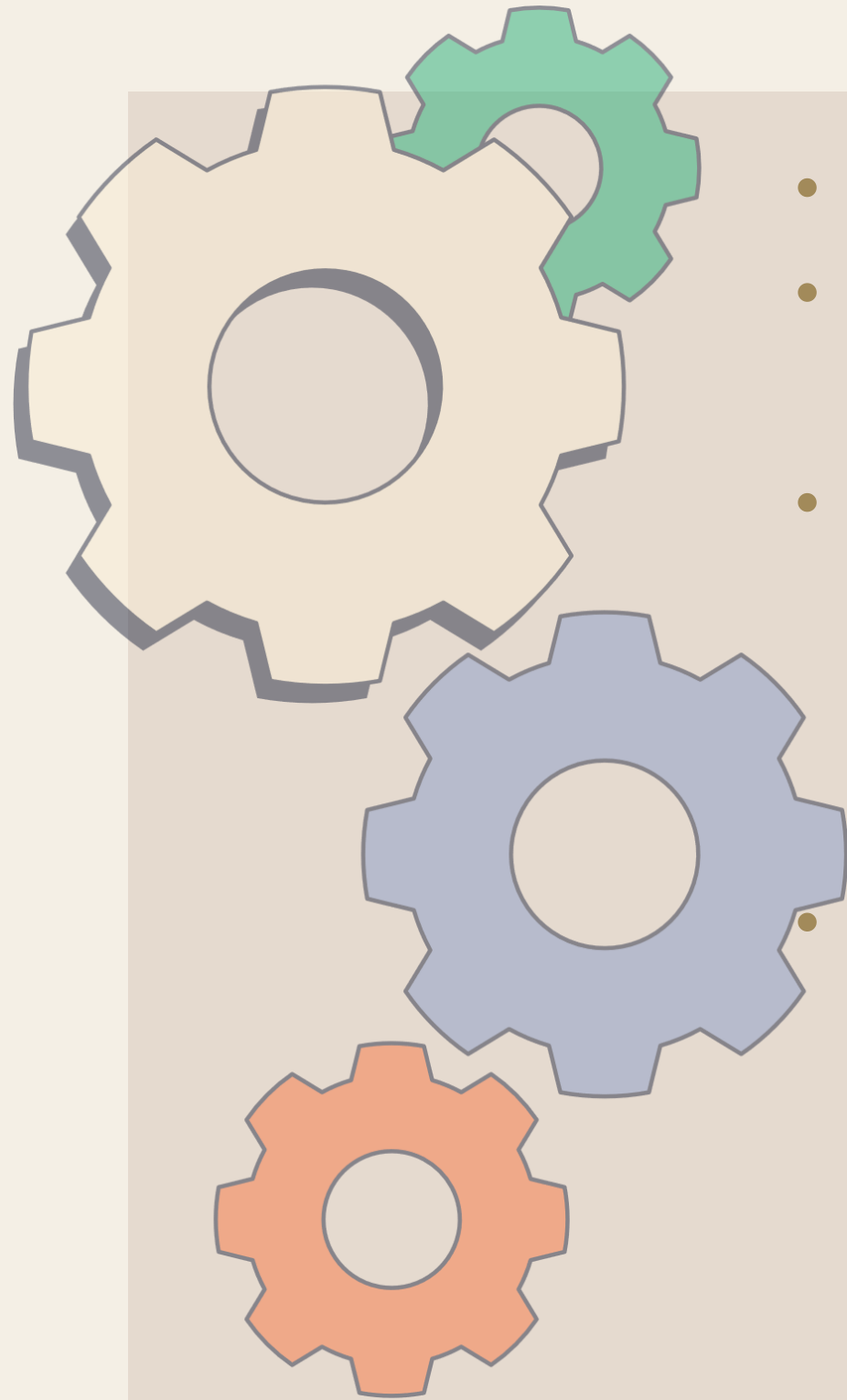
To create a sustainable model of inclusion that makes everyone the expert of all students

Mission

To use co-teaching as a vehicle for change.



Our Model - The Flying Squad



- Co-teaching defined
- We have 14 classes per year level of which 8 have co-teaching taking place
- Two of the 14 classes have students that are considered complex (roughly 6 per class) – we call these the A/B classes and we allocate them a full-time TA for their core classes. The rest of the students are regular mix of abilities and personalities
- The co-teaching allocation is based on need (so one teacher does 3 x Yr9 English classes to support in one line e.g. 9 ENG D, E, and F) while another teacher may have two classes of support and then one other e.g. 9 ENG H, H, I)

ENG091A	GREEJE	F04	🚩
ENG091B	DOCH	E01	🚩
ENG091I	MACDMI	F01	
ENG091J	KUBEEM	B13	
ENG091K	MCCUKI	F05	
GEG091F	BLAKPE	D13	🚩
GEG091G	POTTTI	D16	
GEG091H	WILLBR	G04	
MAT091C	MACGST	C06	🚩
MAT091D	JAEGHA	C08	
MAT091E	WANGXI	D06	
SCI091P	PILKLI	A08	
SCI091X	BROOCA	U03	
SCI091Y	TAGGNA	U04	
FSE091A	BOURKR	F04	🚩
FSE091B	HARTLY	E01	🚩
FSM091C	PHANLY	C06	🚩
FHU091F	MOORTH	D13	🚩

LAMPKA -
(Lampard, Kathryn)

FSE071C

FSE071D

FSE071E

GRAHGE -
(Graham, Gemma)

FSS071H

FSS091G

1	1	1	0	0	0	1	0	1	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	1	1
1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1
1	1	1	0	0	0	1	0	0	1	1	1	0	0	0	1	0	1	1	1	1	0	0	0	1	1
0	0	0	0	1	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	0	1	1	0
0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0
1	0	0	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	1	0	0	1	0	0	0	1
0	1	1	0	1	1	1	0	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	1	0	0
1	0	0	1	0	0	1	0	1	1	1	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1
0	1	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0
0	0	0	1	0	1	1	0	1	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	0	1
1	0	1	0	1	1	0	0	0	1	1	0	1	0	1	1	0	1	1	1	0	1	0	0	1	0
0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0
0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0
1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1
0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0
0	0	1	1	1	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	1	1	1	1	0	0
1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1
1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
0	1	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	0	0	1	1	0
0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1
1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1
1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
0	1	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	0	0	1	1	0
0	1	0	0	0	0	0	0	0	1	0	0	0	0	0											



As the DP on timetabling what are the steps
that you take to manage timetabling Flying
Squad teachers?



How did we do it?

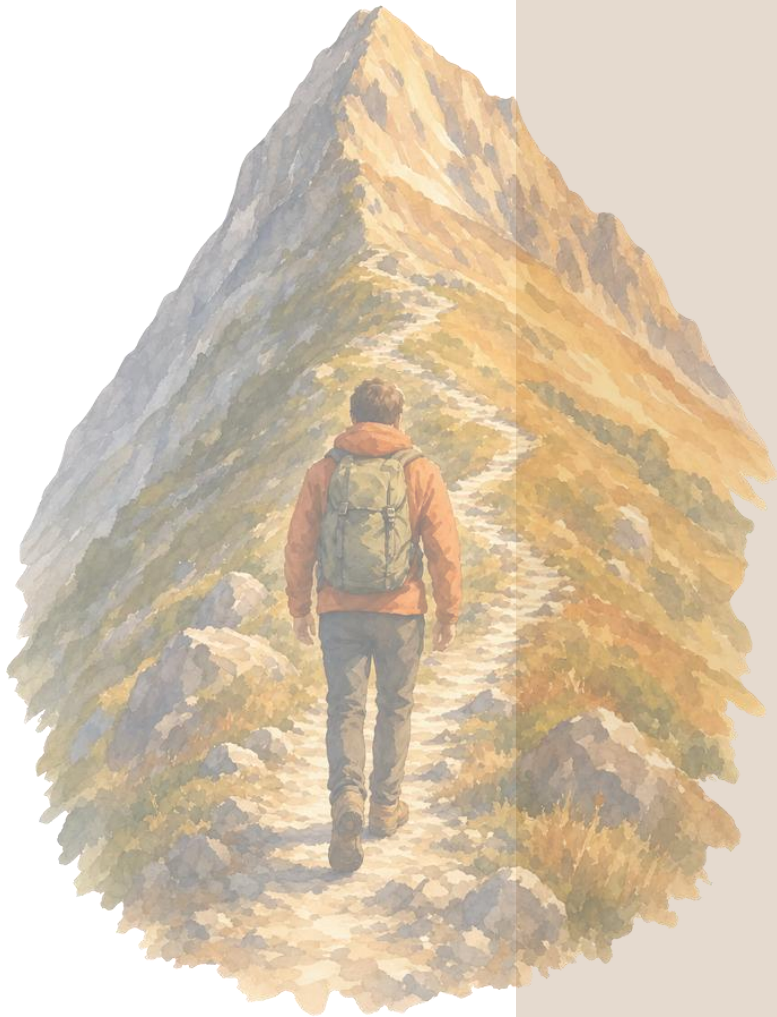
An illustration on the left side of the slide shows a group of colorful, stylized human figures. One figure at the top left is white and stands with arms raised, pointing upwards. Below and around this figure are several other figures in various colors (green, red, purple, yellow, blue, orange, grey) who are also in dynamic, celebratory poses. They are connected by a network of thin, light blue lines, suggesting a team or a community. The background of the slide is a solid light brown color.

All change requires really strong strategic leadership - to drive it, but to keep it going through all the challenges

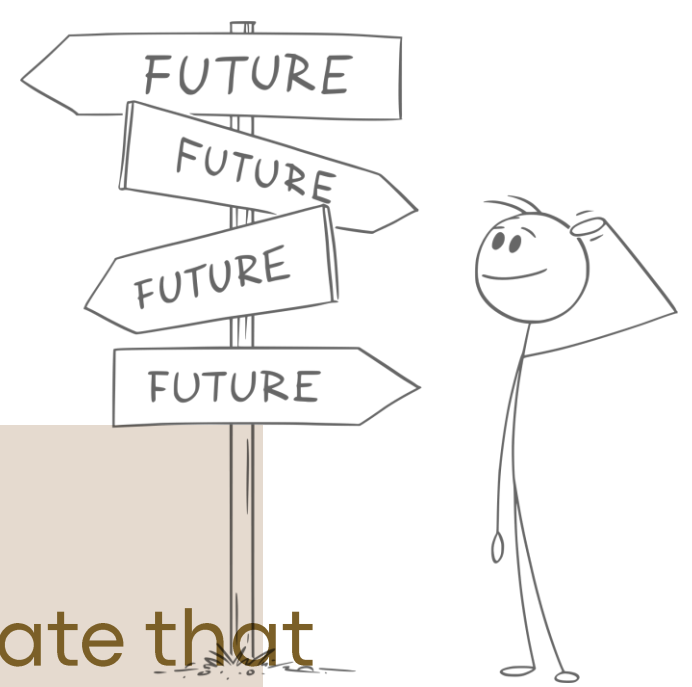
- It hasn't always been easy
- Student-focussed
- We have not given up on it - committed to the outcome
- We have gotten good at accepting feedback and being comfortable with change



Lead from the top



- We needed to show HODs the 'why'.
- We used multiple different data sets to demonstrate that our school was not supporting SWD and not preparing them for "Year 13".
- They were not achieving academically, socially, or behaviourally
- We asked for a financial input to start with, with a plan to become cost-neutral within seven years
- Open to input from the principal
- First goal was to do right by the students, and then do right by the data.





Head of Departments

This was the biggest part of our initial leadership work. Our goal was to be the solution to all the issues people raised, and then gradually release that responsibility back to Heads of Departments

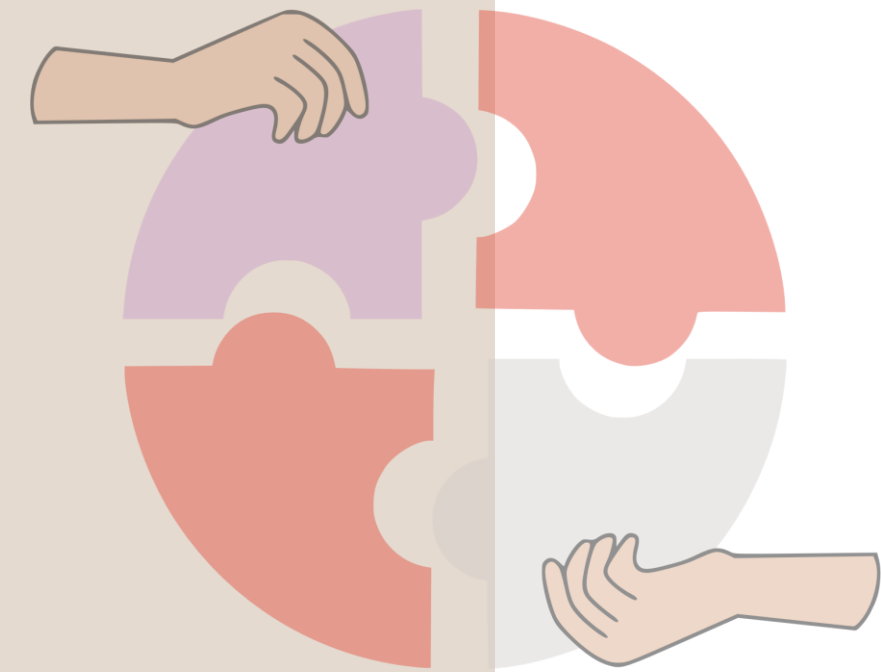
- To get the HODs on board, we met with each of them individually. We had to meet them at the point they were at, and travel that growth journey with them e.g. PD in their faculties, coaching session, in-class support, curriculum writing and review
- Explained what ICP is and taught them how to create ICPs for each year level, that was aligned to the content that the class was doing.
- Mapped out potential concerns or challenges they could see happening.





Differentiated Approach

- Assisted HODs to unit plan and create assessment tasks.
- Deans strategy was to discuss how we could reduce their behaviour data, workload and SDAs.
- Students would feel more success and social inclusion being with their same aged peers, this resulted in increased attendance and reduction in behaviour.
- The Inclusion HOD and DP would split the HODs based off how close they had a relationship with, the DP took on the most challenging HODs.





Influential Teachers

- We decided to focus on the teachers that would get on board first
- Second group we targetted were those that were influential with others - a mix of peer-leaders and vocal, positive people
- Next was targetting those that had a strong social justice bent (even if it wasn't for disability e.g. union reps/members)
- Within inclusion space, helped people move on if they were not able to get on board with our model.
- You will now hear from Mel one of our inclusion trained teachers who moved back into the classroom.





How was the shift from being an inclusion teacher in the SEP to moving into a curriculum faculty and being a classroom teacher?



Giving Back

- Co-teaching is well-documented in the literature as an effective way to support diverse learners
- We moved to the current model where we spread the co-teaching out across a number of staff (one line each - 3 x 70mins a week) meaning they are only doing things like reporting and whole class planning for four classes, and sharing the load on the co-teaching line
- Share parent-teacher interviews
- Share contacting parents

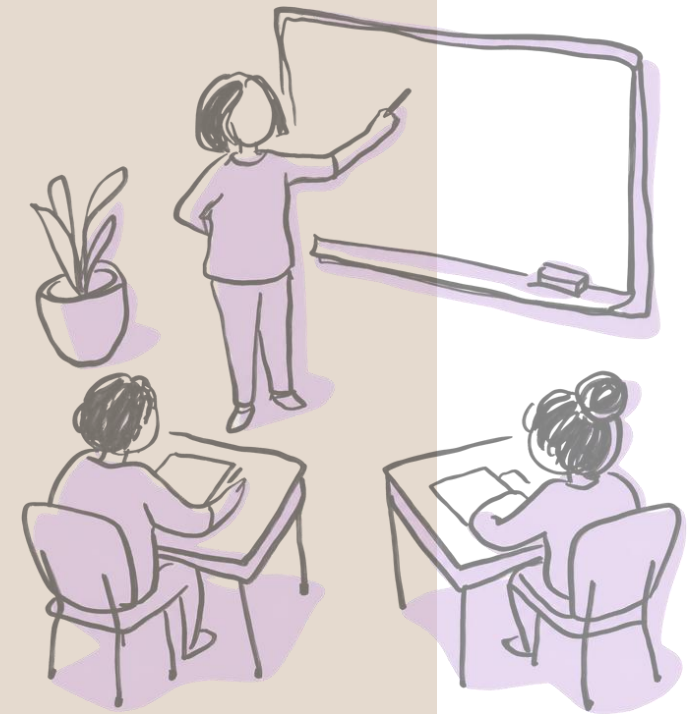




Key Learnings and Challenges

Inclusion is everyone's business and we make sure the responsibilities are spread across our leadership team. What does this look like?:

- DDA access and learning environment to the whole school is driven by our Business Manager
- Twice Exceptional students are managed as part of the gifted/excellence programs and are run by one of our Deputy Principals (Teaching and Learning)
- We have a whole school approach to managing students – it is a tiered approach. We have three deans, and they ensure they work collaboratively with the Heads of Inclusion in managing behaviour, the focus for inclusion heads, is to manage disability-specific behaviour.





Key Learnings and Challenges

- Individual Curriculum Plans for student are designed and overseen by curriculum Heads of Department (who liaise with the inclusion team)
- HODs also manage staffing of Flying Squad collaboratively
- Deputy Principal (Inclusion) ensures the strategic goals for the students with disabilities are foregrounded within the broader school strat plan.





How has it been transitioning from a classroom teacher to a flying squad teacher where you have had to support and teach students who have more complex needs?



Key Learnings

- It is easier to have 200 staff on board with inclusion rather than two Heads of Inclusion driving inclusion across the school.
- All processes and procedures need to be collectively agreed upon by the school. E.g., ICP processes and teacher replacement.
- All of our staffs are expected to be trained to support students with additional needs; we expect our teachers to be inclusive and willing to learn (if they are trained excellent it is a bonus).
- Getting staff on board is easy if you support the staff with the change and differentiate your approach for each staff member.
- Ongoing professional development and building staff capacity for all staff. E.g., co-teachers come offline in Week 10 of each term and work directly with the Heads of Inclusion.
- Between 2024 to 2026, 116 teachers have participated in our co-teaching model.
- Now we will hear from one of our Flying Squad teachers from Science.

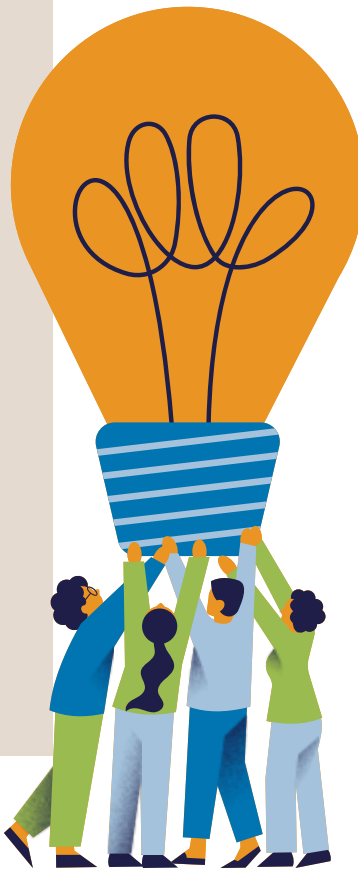


How has becoming flying squad teacher impacted your teaching and pedagogy?



Key Learnings

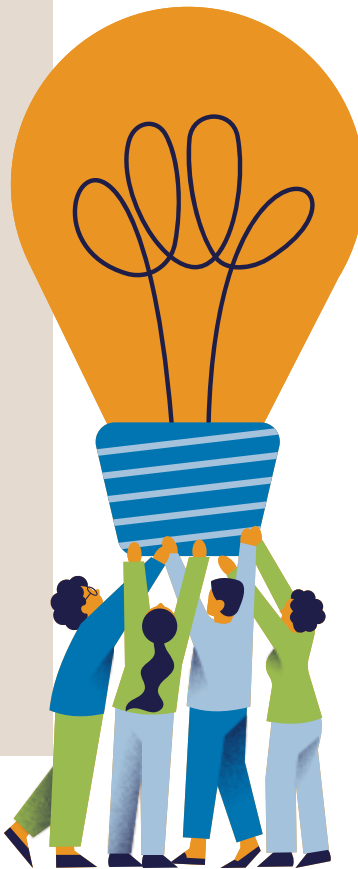
- Collaboration and relationships with the HODs are key for the model to work.
- We have high expectations of our students; we have an expectation that our students graduate with either a QCE or a QCIA. Our school has achieved a 100 percent QCE attainment rate for 18 consecutive years of which 21% of our students have a recorded disability.
- Teachers are more confident with the variety of learners in their room.
- The Flying Squad better enables us to support staff. E.g., staff who may burnout, staff who struggle with their own Inclusive practices get to view quality differentiated teaching practices and
- Teachers that have only worked in senior space who need exposure in the junior space. Its a strategic and supportive way for those teachers to gain experience.
- It supports our model for partime teachers within the timetable structure





Change Management

- Continuous relationships with HODs and sharing of philosophy
- People who do not want to engage in inclusion.
- Changes in roles across the school has resulted in fatigue continually having to convince others of the model and to remind them of our philosophy
- We respond and pivot our model to structural changes and funding
- A challenge is to build the capacity of others rather than fixing the problem yourself.
- Timetabling is ongoing , staffing and teacher aides
- SWD funding and support – making decisions around ‘who gets support?’
- More requests for support without the means to fund it.





Conclusion and questions

- The aim of our co-teaching is to have two adults in a room teaching to our young people.
- Inclusion feels like the norm for our school community. It's just become part of the culture, it is not something we are doing.
- We get really good feedback from students, parents/carers, community and staff regarding our model.
- 98% of parents, students and staff said that disability is managed well at our school.
- If you have any questions, please feel free to ask.

Corinda State High School

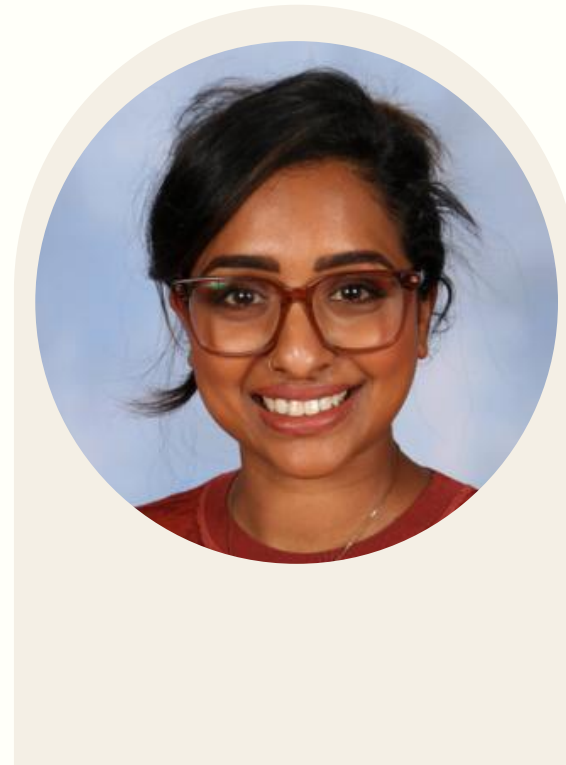
01



Jacqueline Craigie

*Deputy Principal
Inclusion*

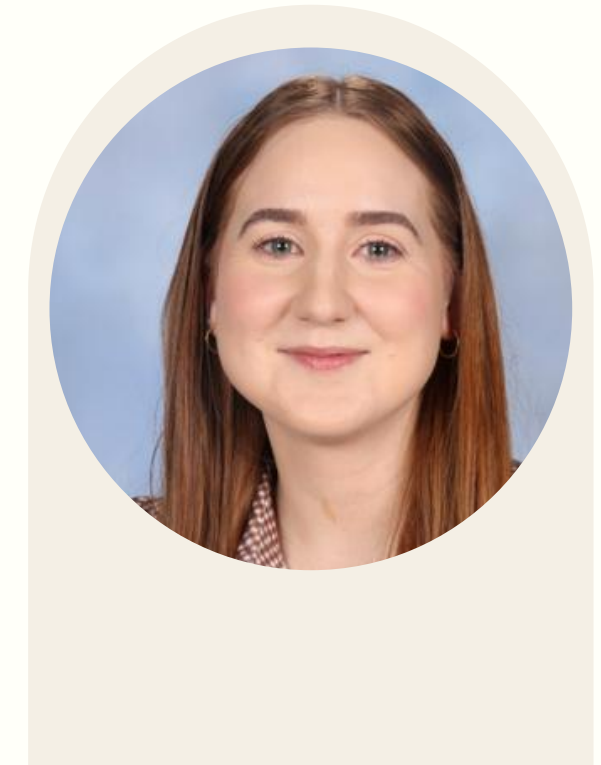
02



Natalie Fernandez

Head of Inclsuion

03



Kaitlyn Crossan

Head of Inclusion