Robina State School

Executive Summary

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Robina State School** from **21 August** to **23 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

Gregory Brand   Internal reviewer, SIU (review chair)

Mona Anau   Peer reviewer

Tracy Mussap   Peer reviewer

Howard Nielsen   External reviewer

1.2 School context

Location:	Killarney Avenue, Robina
Education region:	South East Region
Year opened:	1990
Year levels:	Prep to Year 6
Enrolment:	803
Indigenous enrolment percentage:	2 per cent
Students with disability enrolment percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1042
Year principal appointed:	Semester 2, 2017
Full-time equivalent staff:	71.0
Significant partner schools:	Robina State High School, Merrimac State High School
Significant community partnerships:	Local Councillor for Division 11 City of Gold Coast, Gold Coast Recreation & Sport Inc., New Life Church Kids Hope Mentor, Sumo Oz Kick, Robina First Early Learning Centre
Significant school programs:	Music Program, Extension Science, Robotics/Science, Technology, Engineering, Mathematics (STEM), Sport – Interschool/ STEM Cup/Gala Days/ Oz Tag Challenge/ Netball Mission Cup, Garden Club, Gymnastics Pre-Prep, Gymnastics Extension Year 4, Chess

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), master teacher, two Support Teachers - Literacy and Numeracy (STLaN), teacher librarian, music teacher, two instrumental music teachers, Health and Physical Education (HPE) teacher, 41 teachers, 20 teacher aides, Business Manager (BM), three administration officers, chaplain, Parents and Citizens' Association (P&C) president and executive, guidance officer, schools officer, cleaner, 45 parents, and 31 students.

Community and business groups:

- Tennis coach, Gold Coast Sports and Recreation officer, and therapy and dance instructor.

Partner schools and other educational providers:

- Principal of Merrimac State High School.

Government and departmental representatives:

- Deputy Mayor and Division 1 Councillor of the City of Gold Coast, State Member for Albert and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014 - 2017
Investing for Success 2017	School Data Profile (Semester 2, 2017)
Headline Indicators (Semester 1, 2017)	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	School differentiation process
School pedagogical framework	School newsletters and website
School assessment schedule	School Opinion Survey
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan

2. Executive summary

2.1 Key findings

The principal believes strongly that implementing the Australian Curriculum (AC) with fidelity will drive school improvement into the future.

In recent times there have been changes to the leadership team and a new principal commenced in Semester 2, 2017. The principal has a clear plan on how to engage with staff members to enact the school's improvement agenda. The principal has introduced new initiatives focused on teaching and learning that are well received by staff. All staff members express genuine optimism in the school's future direction.

All staff members are committed to improving learning outcomes for students and articulate a genuine belief that all students can learn and be successful.

Staff members are universally committed to providing a caring and nurturing educational environment and there is a range of measures established to support and encourage student wellbeing connected to a whole-school approach of Positive Behaviour for Learning (PBL). Parents acknowledge the professionalism and dedication of staff members are strongly valued within the community.

Teachers articulate curriculum leaders are providing clarity regarding the teaching of reading, and a reading framework and program is being developed.

This document will provide whole-school and year level direction for teachers in the use of a range of evidence-based teaching strategies focused on the Big6, Gradual Release of Responsibility (GRR), guided reading and close reading. These strategies will form the basis of building a consistency of practice across the school in the teaching of reading. The manner in which the school now targets resources to support the school's priority of reading is appreciated by staff members.

An explicit improvement agenda (EIA) has been developed and is reflected in the school's Annual Implementation Plan (AIP) for 2017.

Members of the leadership team have a commitment to whole-school improvement. High expectations for student achievement are yet to be commonly shared by all members. Reading is identified by school leaders as being a significant focus for the school in recent years. The ongoing implementation and embedding of key aspects of this work are being led by the curriculum leaders of the school. Staff members express a commitment to improving student learning outcomes in reading.

Curriculum leaders are identified as highly credible and heavily involved in leading significant pieces of work across the school.

The principal recognises the need to establish an instructional leadership model for all school leaders that clearly articulates the roles, responsibilities and accountabilities of members of the school's leadership team.

Work is currently being undertaken to establish a school-wide curriculum plan that forms the basis for planning, moderation, assessment and overall curriculum direction.

The utilisation of the AC as the basis of a whole-school curriculum plan and the importance of implementing the AC have been demonstrated by the principal and curriculum leaders. The development of a whole-school curriculum plan, starting with core AC priorities is identified as an area of high priority.

There is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes.

Teachers are receptive to discussion and informal feedback from colleagues. A culture of sharing of practices and visiting classrooms is not embedded school wide. The principal and curriculum leaders identify there is a need for whole-school sharing of practices and capacity building through regular coaching, mentoring, observation and feedback aligned to the EIA.

School leaders view reliable school data as essential to the effective leadership of the school and support whole-school and individual student improvement.

There is a documented assessment schedule for the collection and analysis of data on student achievement. The assessment schedule is widely known by teachers. The strict adherence to the expectations of the administration and collection of students' achievement data is varied across the school. An emphasis on assessing students' decoding and fluency skills is shifting in the early years, with PM Benchmark diagnostic assessment being re-introduced recently to capture students' comprehension levels.

School leaders keep informed of current research on evidence-based teaching practices and recognise that effective teaching is critical to improving student learning outcomes.

The school has developed a pedagogical framework that is based on Archer's[1] explicit teaching framework, the Australian Professional Standards for Teachers and PBL. The pedagogical framework outlines school expectations for teaching and learning that are apparent in some classrooms. Teachers understand some components of the pedagogical framework and other elements are not apparent in conversations or artefacts in the classrooms.

The positive culture of the school is reflected in the school's mantra *'Robina Champions Get it Right'*.

The school has high aspirations for student behaviour and wellbeing and the school rules *'Be Friendly, Be Proud, Be Respectful'* are well known and understood by staff members, parents and students. Staff members believe the strong culture that exists enables students to have opportunities to engage fully in quality learning experiences.

---

[1] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press

The school utilises PBL as a framework for achieving its aspiration for high level student behaviour and improved learning.

2.2 Key improvement strategies

Refine the school's EIA with a sharp, narrow and deep focus on improvements in reading and embedding core AC priorities.

Develop an instructional leadership model for all school leaders that clearly articulates the roles, responsibilities and accountabilities aligned to the EIA.

Prioritise the development of a whole-school curriculum plan aligned to the AC.

Collaboratively develop processes to build teacher capacity and the sharing of practice through regular coaching, mentoring, observation and feedback aligned to the EIA.

Collaboratively review the school's agreed internal assessment measures for the impact on student learning outcomes and teacher practice.

Collaboratively review the school's pedagogical framework to establish the agreed pedagogical practices to support the EIA.