

# Robina State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Robina State School** from **25 to 27 May 2021**.

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

Greg Brand	Internal reviewer, EIB (review chair)
Matthew Meharg	Peer reviewer
John Enright	External reviewer



## 1.2 School context

<b>Location:</b>	Killarney Avenue, Robina	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	811	
<b>Indigenous enrolment percentage:</b>	1 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	12 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1060	
<b>Year principal appointed:</b>	July 2017	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), two deputy principals, Head of Department – Curriculum (HOD-C), two peer mentors, guidance officer, 34 teachers, 11 teacher aides, 89 students, 65 parents and schools officer.

Community and business groups:

- Two Parents and Citizens' Association (P&C) representatives and Karyn O'Day Ray White Real Estate representative.

Partner schools and other educational providers:

- Principal of Merrimac State High School.

Government and departmental representatives:

- Councillor Division 11 City of Gold Coast and ARD.

### 1.4 Supporting documentary evidence

School Improvement Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School budget overview
School Opinion Survey 2019	Student Code of Conduct 2020-2023
School improvement targets	Innovation academy planning
School pedagogical framework	Professional development plans
Professional learning plan 2021	Robina SS Agreed Teaching Practices
School differentiation planning and Student Support Committee process	Student leadership and champions academy programs
Curriculum planning documents and frameworks	School based curriculum, assessment and reporting planning
School assessment and reporting framework	School newsletters, website and Facebook page
Headline Indicators (October 2020 release)	School Data Profile (Semester 2 2020)



## 2. Executive summary

### 2.1 Key findings

**The school's vision of *'Friendship, Pride and Respect'* underpins a whole-school approach to education.**

School leaders articulate a strong moral purpose to improve the learning outcomes and opportunities for all students, and reflect a commitment to purposeful and successful teaching and learning. Staff members are committed to providing a caring and nurturing educational environment, and measures are established to support and encourage student wellbeing and engagement. School leaders express that they are proud of the strong collegial relationships that exist across the school for one another and display great pride in the school. Parents articulate the view that the professionalism and dedication of school leaders and staff are strongly valued within the community.

**The school's *'Agreed Practices'* provide teachers with clear teaching and learning expectations to ensure all students are moving forward with their learning.**

The Agreed Practices are on prominent display in every classroom and outline practices that reflect where the learning is going, where the learner is now, and what the next steps are to move forward. Practices underpinning the school's Agreed Practices include learning walls, learning intentions and success criteria, pre-assessment, goals, quick checks, formative assessment and feedback. Teachers express the school's Agreed Practices provide clarity and focus to their classroom practice and ensure a consistent approach to teaching and learning across the school. Students are able to articulate how learning walls, learning ladders and the '5 Questions' provide them with clear scaffolding to take the next steps in their learning.

**The school's *Explicit Improvement Agenda (EIA)* reflects improvements in students learning outcomes in reading, writing and numeracy across all year levels.**

Staff clearly identify reading, writing and English as the primary focus of the school's EIA and articulate how these aspects inform their focus both in the classroom and the work of the school as a whole. School leaders and teachers acknowledge numeracy and mathematics are an emerging focus as part of the school's EIA. Teachers identify the impact of the practice of Professional Learning Teams (PLT) in building their knowledge of the Australian Curriculum (AC). Some teachers express the belief that further discussion is required regarding whole-school approaches to differentiated teaching and learning. School leaders acknowledge the importance of reviewing and continually monitoring agreed school practice and programs aligned to the EIA, to ensure their effectiveness in continuing to produce further improvements in student learning outcomes.



**Staff members display high levels of professional energy for, and dedication to, their work in the school.**

Staff articulate their willingness to participate in professional learning to further develop their knowledge and skills. The school has created two peer mentor positions, with these teachers undertaking a range of activities to enhance teacher development and capability. Teacher observation and feedback is primarily undertaken by peer mentors. Most teachers value the work of the peer mentors, recognising that mentors work with genuine purpose and intent to support teacher capability by working shoulder-to-shoulder with them. Some staff express they would appreciate greater input into specific professional learning practices to meet their individual needs. The principal recognises the need to ensure all school leaders are involved in strengthening processes that support the professional growth of staff, including the practice of observation and feedback.

**Staff members articulate a belief that all students are capable of being successful learners.**

An emphasis on differentiation is reflected in the school's EIA. Most teachers articulate different ways of adjusting their teaching and learning in the classroom to support students with additional needs to access the curriculum, with the support of targeted teacher or teacher aide support. Some teachers outline how they cater for high achieving students in their class, and some express they would appreciate further support to further strengthen their capability in catering for high achieving students. School leaders articulate the importance of further developing the capability of all staff members to effectively differentiate for all students and identify a consistent whole-school approach to differentiation as an ongoing school priority.

**School leaders place a strong emphasis on research and an evidence base to inform highly effective teaching and learning.**

Since the last school review, school leaders have collaboratively reviewed the school's agreed pedagogical approaches and practices, and developed a school framework outlining the school's approaches to teaching and learning. It is clear that many teachers have high expectations for their own teaching and that they fundamentally agree with the school-wide agreed pedagogical practices and are gaining confidence in their application. The use of learning walls, learning ladders, learning intentions, success criteria, goal setting and feedback is a consistently applied and agreed practice across the school. Ongoing professional support and coaching is provided by peer mentors to build all teachers' knowledge, understanding and application of the agreed school-wide pedagogical approaches and practices.

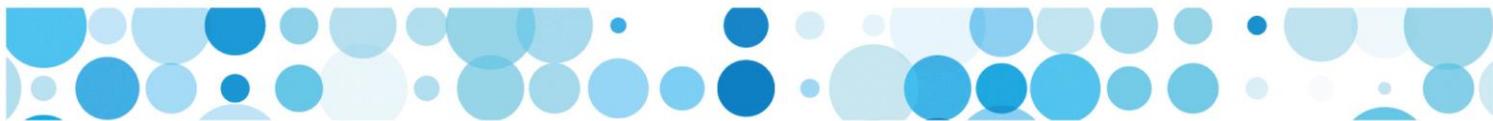


**Students readily discuss school expectations for learning and behaviour, and speak proudly of the school.**

Students clearly express the belief that teachers care for them, provide challenge in their learning and make learning interesting and engaging. Students value the opportunities the school provides and the safe and calm learning environment created. Parents speak highly of the positive relationships fostered between teachers and their child and the openness of teachers to discuss student success, areas for improvement or any general concerns. The school has shared expectations to create and maintain a positive and productive learning environment, underpinned by the school's three rules of *'Be Friendly, Be Proud, Be Respectful'*. A comprehensive student leadership program is embedded in the school and involves student leaders engaging in a Champions Academy Leadership Program.

**A highly active Parents and Citizens' Association (P&C) makes significant contributions to the school.**

The specific school projects that are supported by the P&C are the result of extensive community and school consultation, and sit under the Five Pillars of Learning that include music, sport, Science, Technology, Engineering, Arts and Mathematics (STEAM), chaplaincy and general school operations. Additional major projects occur following feedback received from the community and the principal. Future initiatives include gender neutral uniforms, an outdoor classroom and Yarning Circle. The P&C is additionally actively engaged in further enhancing the community feel of the school by planning walking groups, monthly coffee mornings and family fun days in the park. Parents articulate they particularly value the programs offered and appreciate the level of support provided by staff to their child to meet their needs and to encourage them to strive to reach their goals.



## 2.2 Key improvement strategies

Sustain a deep focus on the EIA, with collaborative cycles of review to ensure agreed practices and approaches are producing further improvements in student learning outcomes.

Collaboratively review, strengthen and differentiate the agreed models of coaching, mentoring, observation and feedback and peer observation to enhance teacher practice aligned to key school priorities.

Strengthen teacher capability to differentiate for all students, collaboratively building a shared and agreed understanding of highly effective differentiated practices.

Strengthen all staff members' understanding of the school's agreed pedagogical approaches and practices, providing ongoing professional learning opportunities and experiences to enhance teaching and learning.