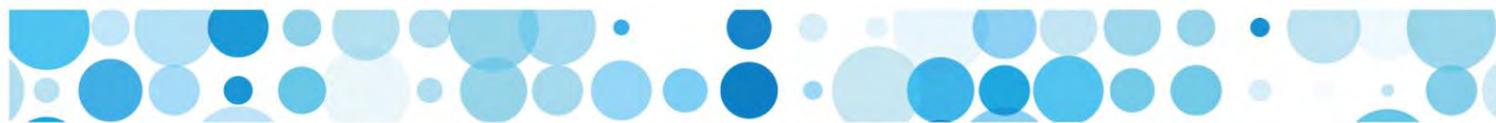


Robina State High School

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 High School** from **31 May to 4 June 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.

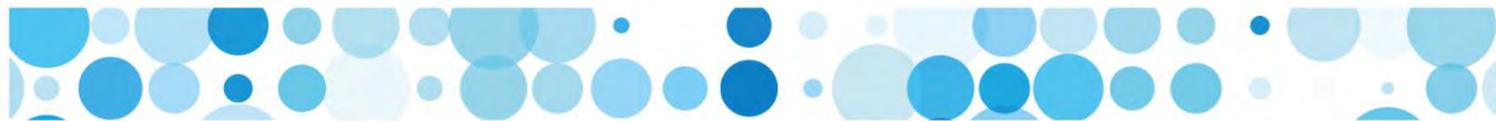
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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](#).

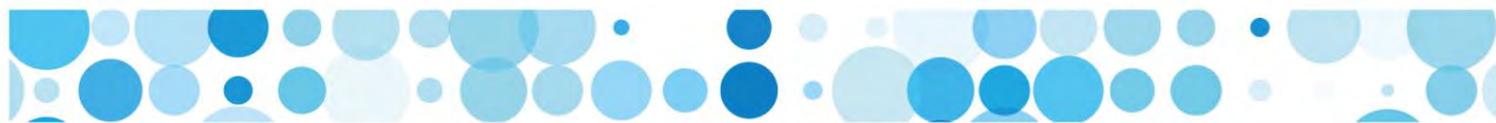
1.1 Review team

Shona McKinlay	Internal reviewer, EIB (review chair)
Cath Pfingst	Peer reviewer
Sharon Barker	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Investigator Drive, Robina	
Education region:	South East Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1448	
Indigenous enrolment percentage:	3.1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1021	
Year principal appointed:	2013 – substantive principal on leave Term 4 2020 – acting principal	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 12 Heads of Department (HOD), Head of Special Education Services (HOSES), Business Manager (BM), two guidance officers, sports director, Vocational Education and Training (VET) coordinator, 56 teachers, six teacher aides, three administration officers, two canteen convenors, canteen worker, four cleaners, 23 parents, 66 students and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Gold Coast Titans game development manager, KDV Sport senior golf coach and Robina City Soccer Club president.

Partner schools and other educational providers:

- Bond University domestic regional manager, Mudgeeraba Creek State School principal, Clover Hill State School principal, Mudgeeraba State School principal, South East Region transition pathways officer, two Education Queensland International (EQI) Taiwan and India Program project officers and Himawari Japanese Language and Culture School coordinator.

Government and departmental representatives:

- Councillor Division 11 City of Gold Coast, State Member for Mudgeeraba and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Professional Learning Strategy 2021
Investing for Success 2021	Strategic Plan 2018-2021
School Opinion Survey 2019	School budget overview
OneSchool	Curriculum planning documents
Faculty Improvement Plans	School differentiation matrix
Roles and Responsibilities	Professional development plans
School pedagogical framework	School newsletters, Facebook and website
School data plan	Student Code of Conduct 2021-2024
Headline Indicators (October 2020 release)	School Data Profile (Semester 1 and Semester 2 2020)
School based curriculum, assessment and reporting framework	School Pulse Survey 2020



2. Executive summary

2.1 Key findings

'Stronger Together' describes the way the school community works together to build a positive learning culture.

A strong ethos of mutual trust exists. Teachers work actively to build positive partnerships with their colleagues, students and parents. The school values of *'Responsible, Respectful, Resilient, Ready to Learn'* are the foundation for a supportive school-wide culture and underpin the school motto *'Stronger Together'*. This is embedded through programs, signage and activities across the school. Staff members indicate they are happy and committed to work at the school. A very high retention rate of staff, with a number having long-term commitment, is apparent. The school presents as calm and orderly with students who are friendly and polite. Students, parents and staff members' comments are consistently positive about the school.

Staff members are committed to the success of all students.

Teachers express a belief that every student is able to learn and achieve, given time and support. Teachers acknowledge that although students might progress at different stages in their learning and at different rates, all should be provided every opportunity to achieve to their potential. The school gathers, analyses and shares a comprehensive range of cohort data and teachers work at understanding the general needs of students. Teachers indicate high levels of trust in the teacher aides to assist in the delivery of programs. The school has an inclusive philosophy whereby students learn in classrooms with their similar-aged peers wherever possible. This aligns with the *'Stronger Together'* motto. The school has developed an inclusion framework to guide the implementation of processes and practices.

The Executive Team (ET) articulates a strong improvement plan linked directly to data and systemic agendas.

The 2021 Annual Implementation Plan (AIP) describes a commitment to excellence in education through the three pillars of pedagogy, curriculum, and inclusion and wellbeing. These priorities form the Explicit Improvement Agenda (EIA). The AIP appendix, entitled *'How Do We Know'* clearly outlines the school actions that are to occur each term, for each pillar. The timing of the implementation of these priorities varies across the school according to faculty decisions within their Faculty Improvement Plans (FIP). Some staff comment that it is challenging to understand and prioritise which initiatives are most important as their faculty implementation timelines vary from each other and the *'How Do We Know'* timelines. Some teachers indicate that varying implementation timelines for EIA priorities impact upon the effectiveness of professional learning opportunities and readiness to opt into some events.



The school leadership team keeps well informed of research regarding effective teaching practices.

The school leadership team has developed a pedagogical framework that is based on the principles of Explicit Instruction (EI)¹ through the Gradual Release of Responsibility (GRR)², incorporating high IMPACT (Inspire, Model, Practice, Apply, Connect, Transform) strategies as a key to improving student progress. Many teachers are able to articulate GRR as significant to classroom practices. Teachers have begun implementation of the IMPACT toolkit. Students and staff are able to identify the GRR strategies in the sequencing of lessons. School leaders acknowledge the need to revisit the school's pedagogical framework to ensure that the agreed school-wide pedagogical approaches for teaching and learning are clear and embedded in all classrooms across the school. School leaders articulate an expectation that teachers will adopt pedagogical practices that are consistent with the principles and approaches described in the framework.

Curriculum is one of the three improvement strategies in the AIP, and is an explicit improvement priority for the school.

The whole-school curriculum plan aligns with the Australian Curriculum (AC) and Queensland Curriculum and Assessment Authority (QCAA) senior curriculum, assessment literacy, and eLearning platforms. The school curriculum plan indicates what and when to teach and the three levels of planning for the AC. Detailed year/band plans are documented, as are unit plans for Years 7 to 10. Many staff indicate that in Year 10 the curriculum aligns more closely with features of the QCAA senior curriculum. The cross-curriculum priorities and general capabilities outlined in the AC are included in unit planning templates. They are yet to be tracked across the curriculum, quality assured and consistently enacted in classrooms.

Staff view reliable and timely student data as essential to the effective improvement of student attainment across the school.

A whole-school data plan is established and identifies a range of data sets to be utilised. The data plan describes the source tools to be used, who is responsible for the collection and analysis, to whom it is to be communicated, and information regarding expected timing for collection. Awareness of the data plan and the understanding of the expectations of how to use the range of data sets to influence teaching practice vary across teaching staff. Some staff members utilise this data to analyse, interpret and implement strategies to meet individual student needs and as a self-reflection tool to evaluate their own teaching practices. Levels of teacher data literacy and confidence in utilising data to inform practice vary across the school. School leaders acknowledge there is a need to transition the ownership of data to teachers to inform their teaching practice.

¹ Hawker Brownlow Education. (2012). *John Fleming*. <http://www.hbe.com.au/john-fleming.html>

² Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Association for Supervision & Curriculum Development (ASCD).



Leaders believe an expert teaching team is central to improving student learning outcomes and recognise the impact that high quality teaching and learning has on student achievement.

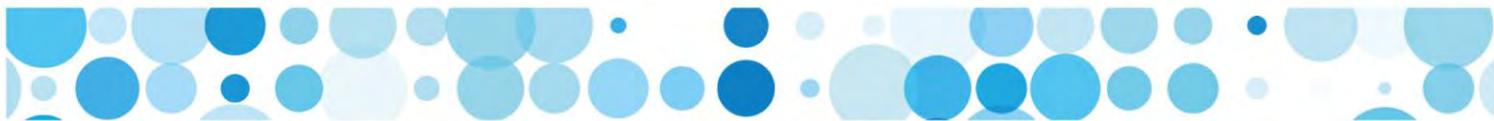
Many teachers in the school are experts in the fields in which they teach and have high confidence in their teaching abilities. Staff members indicate high levels of collegial support from their peers and school leaders, and describe a welcoming and professional learning environment. They articulate a strong culture of collaboration and support within faculties that includes sharing of resources and approaches to curriculum planning. The school has a documented process for walkthroughs, classroom observations and feedback. Many teachers indicate that there are varying practices across the school in relation to the provision of feedback regarding their teaching practices. Teachers indicate that they would appreciate greater consistency in observations, walkthroughs and feedback to improve their practice.

The school fosters strong leadership structures and alignment of practice across all levels.

Line management meetings with the deputy principal and their line-managed Heads of Department (HOD) occur fortnightly, with walkthroughs on alternate weeks. The meetings have a consistent agenda structure that is aligned to the EIA and include faculty priorities and leadership topics. The ET uses data and the AIP implementation timeline to determine topics under each of the pillars and provides the agenda to HODs prior to meetings. All line management discussions align to these topics and Executive Leadership team (ELT) leaders describe positivity in relation to this process. The faculty meetings align to the same topics and expectations to ensure line of sight in the implementation of school priorities. The ELT Professional Learning Team (PLT) was introduced this year as an opportunity for the ELT to further develop their own leadership capabilities. The focus is on building and sharing leadership skills and capabilities through reading and reflecting on research. HODs comment that they appreciate the PLTs and that the areas of focus are particularly relevant and useful to their roles.

Students, staff members, parents and the wider community hold the school in very high regard.

The school strategically develops partnerships for the advantage of students. Many partnerships are well established and have benefited the school for a considerable time, whilst others are negotiated to address emergent issues. School leaders have a high profile with organisations and groups within the local community. The school has established partnerships with families, businesses, community organisations, universities, Registered Training Organisations (RTO), international organisations, sporting groups and feeder primary schools. These partnerships offer support, resources and services that enhance student learning and wellbeing opportunities.



2.2 Key improvement strategies

Review and refine the implementation processes and timelines associated with the explicit improvement priorities, to provide a consistent and uniform school-wide approach.

Collaboratively review and refine the school's pedagogical practices to achieve clarity and precision regarding school-wide expectations and implementation.

Establish a systematic Quality Assurance (QA) process to support teachers to consistently implement the whole-school curriculum plan, including general capabilities and cross-curriculum priorities.

Support teachers to use data and their curriculum knowledge to more precisely identify each student's next steps for learning, inform intervention strategies, and build a stronger culture of students owning their learning progressions.

Refine, implement and monitor walkthrough, observation and feedback processes that address the consistent enactment of priorities across the school.