

Robina State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 High School** from **2 to 5 May 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 which prioritise future directions for improvement.

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

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Scott Cage	Peer reviewer
Dean Russell	Peer reviewer
Clare Grant	External reviewer



1.2 School context

Location:	Investigator Drive, Robina
Education region:	South East Region
Year opened:	1996
Year levels:	Years 7 to Year 12
Enrolment:	1433
Indigenous enrolment percentage:	3.5 per cent
Students with disability enrolment percentage:	5.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1014
Year principal appointed:	2013
Full-time equivalent staff:	124.89
Significant partner schools:	Robina State School, Mudgeeraba State School, Mudgeeraba Creek State School, Clover Hill State School, Mudgeeraba Special School, Springbrook State School
Significant community partnerships:	Sakura Gakuen Japanese Language and Culture School, The Japanese Society of Gold Coast Incorporated, Aquis Australia, Gold Coast Titans, Bond University High Performance Centre, Triathlon Australia, Baseball Queensland, Golf Australia, Robina City Soccer Club, The Lions Club of Robina, Mudgeeraba Robina Returned and Services League of Australia (RSL)
Significant school programs:	Academic Excellence program, Japanese Immersion Program, Community-Action-Service (CAS) program, General Sports Academy, Baseball Academy, Triathlon Academy, Golf Academy, Futsal/Football Academy, Netball Academy, Instrumental Music program, Robina State High School LEOS (Leadership, Experience and Opportunity) Club



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, school leadership team, 71 teachers, 5 teacher aides, 3 cleaners, 42 students, chaplain, 2 facilities staff members, 7 administration and support officers, Business Service Manager (BSM), 7 parents, school council president, Parents and Citizens' Association (P&C) president, guidance officer and 2 canteen staff members.

Community and business groups:

- Sakura Gakuen Japanese Language and Culture School, The Japanese Society of Gold Coast Incorporated, Gold Coast Titans, Triathlon Australia, Bond University High Performance Centre, Study Gold Coast, Bond University, Golf Australia, Baseball Queensland, Robina City Soccer Club, Robina State High School LEOS Club, Kokoda Foundation, Duke of Edinburgh's International Award, Chaplaincy Committee and City of Gold Coast Junior Council.

Partner schools and other educational providers:

- Principal of Mudgeeraba Creek State School and Principal of Mudgeeraba State School.

Government and departmental representatives:

- State member for Mudgeeraba and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2013-2017
Investing for Success 2017	School Data Profile (Semester 2, 2016)
Headline Indicators	School budget overview
OneSchool	Curriculum planning documents
Professional Learning Plan 2017	Professional development plans
School and faculty improvement targets	School newsletters and website
School pedagogical framework	School Opinion Survey
School data plan	Responsible Behaviour Plan
Curriculum, assessment and reporting framework	Project Outlines-School Priorities



2. Executive summary

2.1 Key findings

Staff members, students, community representatives and parents are proud of the high standing the school has achieved in the broader school community over recent years.

There is a strong and optimistic commitment by all staff members to the school's improvement strategy and a clear belief that further improvement is possible. The school leadership team is committed to finding ways to improve student outcomes and are building school-wide practices regarding high expectations. Students, parents and staff members commend the highly visible nature of the leadership team.

The school has established a number of programs and centres of excellence.

Approximately 350 students out of a school cohort of 1 444 students are involved in these excellence areas. Outstanding student outcomes are achieved at state and national competitions in some of these centres. Students and parents commend and appreciate the extra work invested by teachers in providing extension opportunities through excellence centres and through the wide range of extracurricular activities.

School and faculty targets are established and reviewed in line with the school's priorities.

Progress towards published school targets are systematically monitored and evaluated for their effectiveness. The understanding, correlation and monitoring of school targets in relation to classroom practice varies within some faculty areas.

There is a Bring Your Own Device (BYOD) scheme established in Year 7 with plans to expand this across the school.

Approximately 75 per cent of Year 7 students access the BYOD scheme and the remaining students are supported with school resources. Some teachers and students express a desire for access to Information and Communication Technology (ICT) software, connection and hardware to be enhanced. A strong focus on the use of digital pedagogies to engage and differentiate learning is not yet apparent. A whole-school approach to digital pedagogy is not yet clearly identified.

Explicit Instruction (EI) is the agreed school-wide pedagogy that drives high quality instruction in a consistent manner across all classrooms.

Teachers are able to identify differing pedagogical strategies. Within faculties, teachers regularly engage in informal conversations that deepen their understandings of their content areas and the pedagogies that best meet student needs. Some teachers are not yet able to articulate the agreed school-wide pedagogy.



The executive leadership team leads and models professional learning in the school and promotes a culture of learning alongside teachers.

The team has focused particularly on the development of the leadership skills of HODs in order to promote the practice of distributed leadership. Most HODs comment favourably on the opportunity to participate in the '360 Degree Feedback' process and its contribution to extending their capacity to lead others.

The school's leadership team makes deliberate and strategic use of exemplary innovative partnerships to access human and physical resources to enhance opportunities for students.

The Japanese Immersion Program is highly regarded and actively supported and students have ranked 'best in the world' for three consecutive years in the Language Perfect World Competition. International students indicate that the school has an inclusive environment whereby they are supported and feel welcome.

The vision of 'family' documented in the 2014-17 Strategic Plan is maintained and articulated by students and staff members alike and is an integral feature of the school culture.

The school is purposefully developing a strong sense of community using the Positive Behaviour for Learning (PBL) framework as an evidence-based whole-school process to improve learning outcomes for all students. The school invests significant time and resources to ensure that the framework is implemented with authenticity. Students recognise the value of the 'Pride, Respect, Ownership, Manners, Opportunity, Teamwork, Excellence' (PROMOTE) program and that all curriculum areas reinforce the learning in their timetabled classes.

The school has a comprehensive, well-documented whole-school plan for curriculum delivery.

All teaching staff members have focused on curriculum development as a priority. A range of pathways are developed in the senior school that support student's differing career objectives and learning strengths and this is highly valued by students and parents.



2.2 Key improvement strategies

Further strengthen the understanding, correlation and monitoring of school targets in relation to informing consistent, high-quality classroom practice across the school.

Revisit, clarify and communicate the school's agreed pedagogical model to ensure high-quality, consistent instructional approaches across the school.

Continue to support the capacity of HODs to lead and provide a more formalised coaching, mentoring and feedback regime to support consistency of practices across the school.

Develop and implement a consistent whole-school approach to digital pedagogy.