Background:
Robina SHS is located in the South East Region and has an enrolment of 1186 students in Years 8 - 12. The current Principal commenced duty in January 2013.

Commendations:
- The explicit improvement agenda focused on knowing learners, reading and the creation of a positive and respectful environment provides clear direction for 2013
- The explicit improvement agenda has been successfully communicated to students, staff members and parents and is articulated in the Annual Implementation Plan (AIP) and Faculty Action Plans.
- The support provided to students of Robina SHS from the full range of support services staff.
- The significant work done by Heads of Department (HOD) and teachers to implement the Australian Curriculum guided by Curriculum into the Classroom (C2C) resources and sound professional judgement.
- The strong collegial culture that exists amongst staff members at Robina SHS.
- The design and implementation of the Kingfisher and signature programs in Japanese Immersion, baseball, futsal, and golf is providing a challenging learning environment for students.
- The leadership shown by the literacy team in skilling and supporting staff members to embed explicit reading strategies into teachers’ practice in the context of their subject area.

Affirmations:
- The School Wide Positive Behaviour Support approach that has been implemented over time ensures that being respectful, responsible and ready to learn has been established in school culture.
- The data analysis occurring at a whole school level with respect to NAPLAN, TORCH, senior data, Level Of Achievement, attendance and behaviour data to inform differentiation.
- The work being done in the Green Heart Cluster in preparation for Junior Secondary.
- The strategic re-deployment of resources to align with the explicit improvement agenda, with a strong focus on teaching and learning.
- The work commenced by the executive team in walkthroughs and providing feedback to teachers on the implementation of reading strategies.
- Most classes in Years 8 -10 are streamed. Teachers are differentiating using a variety of techniques and differentiation is a focus of professional development in the school.
- Teachers have implemented C2C units in English, mathematics, science and history.

Recommendations:
- Engage students, families, all members of staff and community in the development of a clear vision for the future of Robina SHS.
- Review and research various pedagogical frameworks to inform a whole school approach to effective teaching and learning and ensure consistency of practice.
- Ensure clarity about what students are expected to learn and be able to do; have high expectations of every student’s learning; explicitly teach skills and content; individualise attention as determined by data analysis and provide feedback to guide student learning towards improved outcomes.
- Provide further professional development in the sophisticated analysis of data aimed at building the data literacy skills of all staff to inform the teaching and learning cycle.
- Ensure that all teachers have the knowledge and skills to embed explicit literacy instruction into their practice.
- Ensure that the enacted curriculum remains a focus for discussion among and collaboration between teachers.
- Consider carefully the recommendations from the review of the Special Education Unit and act decisively to achieve improved pedagogical practice in relation to these students across the curriculum.
- Build on the strong collegial culture to embed formalised feedback processes at all levels of the organisation.