

Surfers Paradise State School

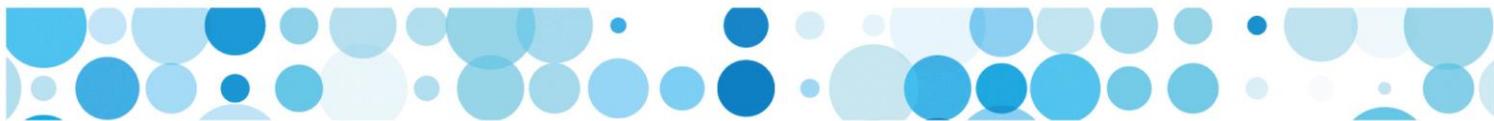
Executive Summary





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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 **Surfers Paradise State School** from **9 to 11 March 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

| | |
|-----------------|---------------------------------------|
| Anthony Palmer | Internal reviewer, EIB (review chair) |
| Benjamin Turner | Peer reviewer |
| Pam Hall | External reviewer |



1.2 School context

| | | |
|--|--|---------------|
| Location: | St Andrews Avenue, Surfers Paradise | |
| Education region: | South East Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 680 students | |
| Indigenous enrolment percentage: | 3 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 2.3 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 17.8 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1020 | |
| Year principal appointed: | May 2017 | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Department – Curriculum (HOD-C), Business Manager (BM), English as an Additional Language or Dialect (EAL/D) teacher, Support Teacher Literacy and Numeracy (STLaN), 32 teachers, nine teacher aides, three administration staff, two cleaners, facilities officer, preservice teacher, 37 parents and 96 students.

Community and business groups:

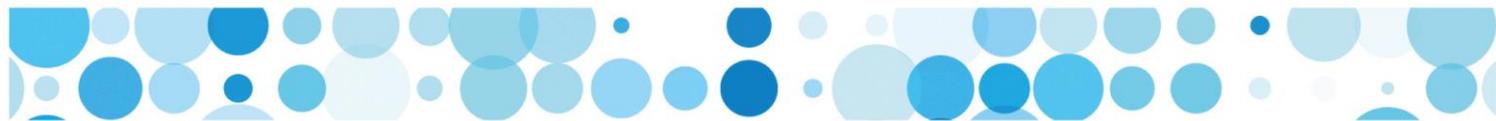
- Parents and Citizens' Association (P&C) secretary, treasurer and two vice presidents and Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) coordinator and service manager.

Partner schools and other educational providers:

- Southport State School principal and Eden Academy early education centre representative.

Government and departmental representatives:

- State Member for Surfers Paradise, Federal Member for Moncrieff and ARD.



1.4 Supporting documentary evidence

| | |
|---|---|
| Annual Implementation Plan 2021 | Strategic Plan 2017-2020 |
| Investing for Success 2021 | School Data Profile (Semester 2 2020) |
| OneSchool | School budget overview |
| Professional learning plan 2021 | Curriculum OneNote |
| Year level reading expectations | Student Services referral process |
| School pedagogical framework | Leadership roles and responsibilities |
| School data plan | Student Code of Conduct |
| School Opinion Survey | School collegial engagement framework |
| Building a Balanced Reader | Headline Indicators (October 2020 release) |
| Curriculum planning documentation and overviews | School based curriculum, assessment and reporting framework |
| Professional Learning Teams (PLT) support materials | School newsletters, Facebook page and website |
| Leading Learning Collaborative Journal articles | |



2. Executive summary

2.1 Key findings

The tone of the school is one of care, collegiality and pride.

Staff, students, parents and community members speak positively regarding their connection to the school, with emphasis placed upon feeling valued and supported. Staff members recognise the importance of positive and caring relationship to successful learning and commit to building mutual respect with students and their families. Staff members take pride in supporting and encouraging the learning and social and emotional development of every student. The Parents and Citizens' Association (P&C) executive is enthusiastic regarding future opportunities and articulates a desire to work closely with the school in systematic and meaningful ways to enhance outcomes for students and support staff.

School leaders and staff members discuss their shared commitment to providing high quality, engaging education for every student.

Staff members share that one of the strengths of the school is the collegiality and support provided by school leaders and each other. The broader school community values the commitment and the support that staff members at the school demonstrate for all students. Staff members are committed to the school and work together in an environment in which a strong collegial culture is apparent. Staff members speak highly of mutual trust and respect for each other across the school.

Staff members positively discuss involvement in collaborative High Impact Planning (HIP) processes.

Some staff members describe their increased knowledge and understanding of the Australian Curriculum (AC) gained through the school's HIP processes. The initial focus of the HIP work has been in the learning area of English. School leaders and staff members detail the importance of extending HIP processes to explore and support the delivery of all learning areas of the AC. School leaders articulate the value of continuing to support all staff members to deepen their knowledge and understanding of the AC, including the general capabilities and cross-curriculum priorities.

The importance of strengthening the link between curriculum as the 'what' and pedagogy as the 'how' is articulated by the principal and school leaders.

Leaders of the school describe researching and developing their understanding of pedagogical practices, and the impact highly effective teaching can have on improving student learning and outcomes. A graphical summary of the lesson sequence of High Impact Teaching (HIT) has recently been developed and shared. Most teachers express an understanding of most of the elements of HIT. School leaders outline the importance of supporting all staff members to strengthen their understanding and use of HIT strategies. School leaders acknowledge the value in utilising the elements of the Collegial Engagement Framework (CEF) to provide teachers with ongoing detailed feedback regarding classroom practices.



School leaders and staff members value opportunities to develop their knowledge and skills and engage in professional learning.

The school has developed a CEF that outlines a range of processes designed to build teaching and learning capacity, develop leadership capability and improve student learning and wellbeing. The formal implementation of a number of the CEF processes commenced in late 2020, with many in the early stages of enactment. Most teachers indicate a willingness to engage further in these opportunities for professional learning. School leaders articulate the next steps are to embed all nine elements of the CEF to support the capability development of all staff members.

The school vision statement ‘*inspiring and empowering successful lifelong learners*’, underpins the caring and supportive approach apparent across the school.

The leadership team embraces the notion of ‘the classroom teacher as the interventionist’. The team details working with regional staff to use the ‘Signposts for School Improvement – Inclusive Education’ tool and the ‘Every student with disability succeeding – school data reflection’ template to map current practices. The leadership team is committed to undertaking collaborative processes to research quality practices in inclusion and differentiation to build a whole-school approach and a shared understanding of inclusion across the school.

School leaders articulate reframing their Leading Learning Collaborative (LLC) work to consider and refer to this as ‘our work’.

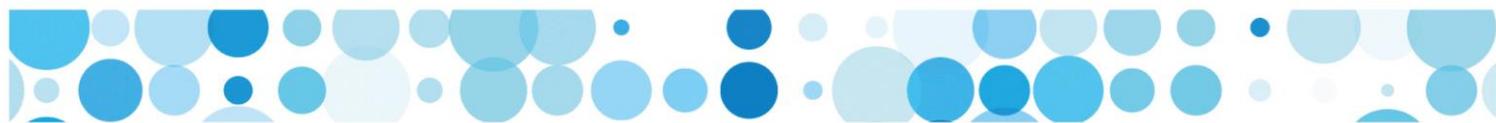
Leaders proudly discuss their school’s successes being shared through the South East Region’s (SER) LLC journals. School leaders share reviewing, clarifying and communicating the roles and responsibilities for members of the school leadership team. Leaders discuss the importance of being active and visible instructional leaders who work collaboratively with staff members to lead and drive the Explicit Improvement Agenda (EIA).

Students explain how the ‘third teacher’ and ‘Bump it up’ walls support them in their learning.

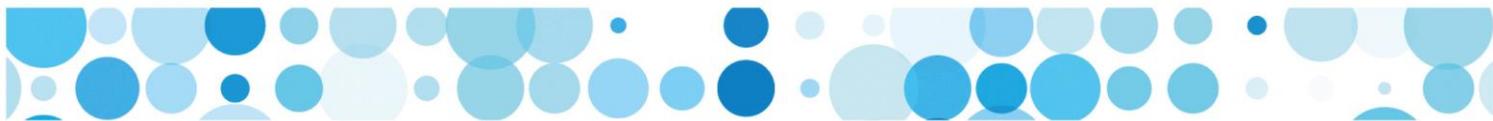
Teachers enthusiastically describe the development of their understanding and use of Bump it up walls and learning walls, and the concept of the third teacher, to support students to improve in their learning. Some teachers describe co-creating Bump it up walls with students. Teachers share their value for opportunities provided to ‘walk the walls’ to share, discuss and develop their understanding of Bump it up walls.

Members of the school community share their appreciation for the efforts of school leaders and staff members to focus on the ‘right’ work.

School community members share their excitement for the current standing and future direction of the school. The school has focused on communicating and presenting a professional image, aligned with their high expectations. Key school documents have been developed in conjunction with a graphic designer to provide clear and consistent presentation to a high standard. School leaders share the focus on upgrading and improving the learning environment to ensure the look of the school aligns with the feel and ethos. Staff



members and parents express admiration for the commitment, organisation, positivity, leadership and openness the principal brings to the school.



2.2 Key improvement strategies

Deepen staff member knowledge and understanding of the AC, including the general capabilities and cross-curriculum priorities, and extend HIP processes to support the delivery of all learning areas.

Strengthen staff member understanding and use of HIT strategies, including through the provision of coaching and feedback.

Embed the nine elements of the CEF to support the capability development of all staff members.

Collaboratively develop a whole-school approach to inclusion, reflective of the school's vision statement of *'inspiring and empowering successful lifelong learners'*.

Review the instructional leadership expectations of all school leaders to lead and drive current and future school improvement priorities.