

Palm Beach-Currumbin 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 **Palm Beach-Currumbin State High School** from **23 to 26 October 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 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Whitfield	Senior Review Officer, SIU (review chair)
Liam Smith	Assistant Director-General, SIU
Paul Bancroft	Peer reviewer
Paul Pengelly	Peer reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	Thrower Drive, Palm Beach
Education region:	South East Region
Year opened:	1972
Year levels:	Year 7 to Year 12
Enrolment:	2 442
Indigenous enrolment percentage:	5.07 per cent
Students with disability enrolment percentage:	3.27 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1027
Year principal appointed:	2017
Full-time equivalent staff:	1.0 - 163 0.8 - 6 0.6 - 15 0.4 - 1
Significant partner schools:	Elanora State High School, Miami State High School, Varsity College, Tweed River High School
Significant community partnerships:	Currumbin Returned and Services League of Australia (RSL), Griffith University, Southern Cross University (SCU), Bond University, Palm Beach Currumbin (PBC) Alliance Partners: Synergy Fitness, Stone Style, PFD Food Services, Aurora Training Institute, Southport Sharks, Struddys Sports, Ontime Guardrail, Tree Trunk Digital, Mighty Minds, Trade Glass, MSP Photography, Bendigo Bank, Tweed Sea Sports, Jann Stuckey MP, First National Real Estate Burleigh/Palm Beach/The Pines, Fraser Financial Services, Storm Cycles, Wilson Hanes, Southern Seas Marine
Significant school programs:	Selective Entry Programs – Academic, Creative Arts and Sport, House and CARE Program, PBC Alliance



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

- Principal, two Heads of School, three Deputy Principals, Dean of Studies, four Deans of Students, Head of Department (HOD) - Academic Excellence, HOD-Sport Excellence, 15 HODs, Head of Special Education Services (HOSES), Business Manager (BM), Community Relations Pathways Officer, International Student Co-ordinator, two Guidance Officers, canteen convenor, 74 classroom teachers, four relief teachers and 153 students.

Partner schools and other educational providers:

- Elanora State High School, Palm Beach State School, Currumbin State School and Tallebudgera State School.

Community and business groups:

- School Council and Parents and Citizens' Association (P&C) representatives.

Government and departmental representatives:

- School-based police officer and ARD.



1.4 Supporting documentary evidence

PBC Strategic Plan 2014-2017	School Improvement Agenda 2017
Annual Implementation Plan 2017	Improvement Plan
Explicit Improvement Agendas	Investing for Success 2017
Data Plan Implementation Schedule	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning framework 2017	Curriculum Framework
Teacher Reflection A & B (data)	Phase Plans
Term Data Reports	Optima Code
Staffing Agreement	Wellbeing @ PBC
School pedagogical framework	Professional development plans
Data plan 2017	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Strategic Renewal Recommendations	Positive Education Framework
Middle School and Senior School Targets improvement targets	Whole School Curriculum Framework assessment and reporting framework
Headline Indicators (Semester 2, 2017 release)	Leadership Framework 2017



2. Executive summary

2.1 Key findings

Staff and community members speak highly of the school and consistently recognise the public profile the school has developed under strong, focused leadership.

Staff members, students and community members refer to the school motto, '*Nil Sed Optima*' - *Nothing but the best*, as a cornerstone of school culture that values personal and collective aspiration towards excellence at all times. This is reflected in the student leaders' view of their school and the important role they play as representatives and leaders of the student body.

The school projects a positive culture with a caring, orderly learning environment and respectful relationships between staff members, students and community.

The school's team identity, '*Reds*', along with CARE, House and Excellence programs provide students, staff members and the community with the framework for commitment and achievement of excellence. Students and teachers clearly articulate these concepts and demonstrate an understanding of their purpose. A whole-school culture of mutual trust and support is apparent. Senior students display a clear sense of personal accountability for delivering on high expectations.

School leaders express a commitment to continuous improvement in teaching practices throughout the school.

Staff members indicate the need for continued emphasis on the consistent implementation of the Art and Science of Teaching¹ (ASoT) across the school and clarity in relation to expected classroom pedagogical practices.

Roles and responsibilities statements, aligned with middle and senior phase plans, are developed for school leaders and many middle management positions.

The key priorities are supported by Explicit Improvement Agendas (EIA) in the Middle School of visible literacy and raising the mean in numeracy. In the Senior School, the agenda focuses on maximising Queensland Core Skills (QCS) student outcomes and preparing for the revised Senior Assessment and Tertiary Entrance (SATE) process. Teachers express a desire for higher levels of school leader visibility in learning environments to support the implementation of changes in practice required to achieve school improvement targets.

Most teachers express a desire to engage in continuous improvement of their own teaching and are willing to engage in coaching, mentoring and feedback.

Classroom walkthroughs are presently conducted by school leaders to gauge alignment with school improvement initiatives. Teachers articulate that feedback is predominantly informal and that they would welcome more focused and timely feedback regarding their pedagogy.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



School leaders express a commitment to more robust inclusive practices.

Some teachers are able to discuss planning for a range of activities to engage identified groups of learners. Most teachers identify the need for differentiated teaching and articulate that the implementation of these strategies remains a significant challenge. Differentiated, data-informed practice to support the learning needs of individual students is yet to be embedded in all classrooms.

The school has introduced a Bring Your Own Device (BYOD) program in Years 7 and 10.

The intention of this program is that it will grow with these students across the school. Teachers indicate that the implementation of this program has been problematic and greater clarity and guidance is required to realise the potential of this initiative.

The school continues working with existing and potential community partners based on their capacity to contribute to improved student achievement and wellbeing.

There is an authenticity to the partnerships in terms of the benefits for all stakeholders through the longevity of these networks. This is particularly apparent with the Sports Excellence, Creative Arts Excellence and Academic Excellence programs.

The school leadership team has developed a targeted approach in improving community partnerships and school identity.

The school has established strong links with the local community and has developed sustainable partnerships to support learning and promote the highly respected school brand. The PBC Alliance has over 100 members and meets regularly. The member organisations are committed to the purposes and objectives of their partnership with the school and contribute significant resources and expertise to the school community.



2.2 Key improvement strategies

Clarify, define and implement the expected school-wide non-negotiable pedagogical practices.

Refine, clarify and communicate the roles, responsibilities and accountabilities of school leaders to develop further staff members' capacity to enact changes in practice required to drive school improvement.

Enhance the capacity of leaders to provide instructional leadership to ensure quality feedback regarding curriculum and pedagogical practices.

Develop, implement and monitor a consistent approach to provide quality feedback that informs teaching practice.

Implement quality, evidence-based differentiation practices in all classrooms.

Clarify and invest in the school's BYOD program.