

Palm Beach-Currumbin State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

Palm Beach-Currumbin State High School acknowledges the shared lands of the Bundjalung nation and the Tulgigin/Kombumerri people of the Yugambah/Ngandawal language region.

About the school

Education region	South East Region
Year levels	Years 7 to 12
Enrolment	2745
Indigenous enrolments	9.2%
Students with disability	21.1%
Index of Community Socio-Educational Advantage (ICSEA) value	1026

About the review

 5 reviewers from 30 April to 3 May 2024	 270 participants	 135 school staff
 96 students	 31 parents and carers	 8 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Create future Annual Implementation Plans with explicit actions and specific, measurable improvement targets linked to students' academic and wellbeing outcomes, to clarify improvement priorities and targets for staff.</p> <p>Domain 3: Promoting a culture of learning Collaboratively review behaviour support processes, including accountabilities for leaders, staff and students, to ensure consistent application of agreed expectations across the school.</p> <p>Domain 8: Implementing effective pedagogical practices Implement systems and processes throughout the teaching and learning cycle to enable teachers and leaders to engage in collegial, data-informed conversations across all five components of A whole school approach to pedagogy.</p> <p>Domain 6: Leading systematic curriculum implementation Review the whole-school curriculum framework, including assessment practices in Year 10 and the impact of excellence programs in junior secondary, to ensure all students are provided and accessing their curriculum entitlement.</p> <p>Domain 7: Differentiating teaching and learning Collaboratively develop and document a school vision for inclusive education, to strengthen staff understanding and confidence of inclusive practices designed to meet the diverse learning needs of students.</p> <p>Domain 1: Driving an explicit improvement agenda Further refine leaders' roles and responsibilities, including line of sight practices, to support systematic and consistent approaches to school-wide and sub-school improvement priorities.</p>

Key affirmations



Staff, parents and community describe the school's proud history of high performance across academic, creative, and sporting pursuits.

They describe the place of prominence the school holds in the community, with many staff and families having generational connections. Leaders and staff describe an extensive range of successful partnerships, indicating these are an integral part of school activities.



Staff express a strong commitment to improving the learning and wellbeing outcomes of all students.

Leaders indicate that every student and every staff member is expected to do their best in every lesson, every day. Staff articulate that the motto 'Nil Sed Optima' ('nothing but the best') is at the heart of the school's culture. Staff and students describe a strong focus on student wellbeing. They speak highly of the Rise Every Day Stronger values, and positively of Care House structures.



Staff speak of their school with a strong sense of pride.

The positivity of colleagues and their commitment and energy are seen by staff as a genuine strength of the school. Staff speak of a strong sense of team. They reference the collegiality and support offered by faculty members as factors that make coming to work a joy. Staff identify a commitment to ongoing collaboration and teamwork. Leaders work continuously to attract and retain highly qualified, experienced, and passionate staff.



Leaders champion the importance of a school curriculum that is engaging, relevant, and leads to successful learning outcomes.

Staff take pride in the extensive and diverse range of co-curricular and extra-curricular activities that enhances the formal curriculum. Excellence programs – academic, the Arts, and sport – are held in high esteem by members of the school community.

Unpacking your school review report

Affirmations

Affirmations are clear examples of positive, effective practices that are unique to each school.

What might be celebrated at one school, given its context and history, might not be unusual or surprising at another school.

Affirmations identify actions or results that are better than expected in the context of the school, or where results are achieved through new or interesting practices.

There are typically 2 to 5 affirmations in each domain, though this is not a rule. The strongest affirmations are at the top.

Key findings

Key findings summarise the most important or essential information that the review team discovered during the review.

Findings have a common structure:

- what is happening – a factual statement of what is, with no judgement
- what is being said by staff – a chance to give voice to what staff or community members say about the work being done or intended
- what might happen next – where the review team identifies something that is yet to be seen or done. These often point to an improvement strategy in the next column.

Findings linked to an improvement strategy identify the most important future priorities.

Findings without a link to an improvement strategy identify possible future work that the school could also consider, but are not the most important.

Improvement strategies

Improvement strategies are recommendations for action or suggestions for the school to consider.

Each improvement strategy is a single sentence. They identify the next steps for school improvement.

Improvement strategies printed in **bold type** are key improvement strategies. These are the 4–6 most important improvement strategies across all the domains.

Improvement strategies are unpacked in more detail on the next page.

Domain 5: Building an expert teaching team

Affirmations

- Teachers explain they receive regular feedback from leaders after learning walks, which focus on student and teacher engagement with learning walls aligned to English units.
- Teachers are provided with opportunities to join leaders on 'ghost learning walks' that allow them to observe other teachers' work.

Key findings

- Leaders express a belief that the best way for teachers to learn is to watch teachers teach, and place a strong emphasis on providing regular opportunities for teachers to collaborate.
- Leaders strive for precision and focus through the implementation of a co-teaching model. They highlight the importance of ensuring the most suitable teachers

Improvement strategies

- **Clarify the purpose of the co-teaching model, including the role of co-teachers, to improve staff understanding and engagement with the approach to enable all students to learn alongside their same-aged peers.**



Unpacking your improvement strategies

Improvement strategies

- Clarify the purpose of the co-teaching model, including the role of co-teachers, to improve staff understanding and engagement with the approach to enable all students to learn alongside their same-aged peers.
- Prioritise staff PD aligned with APDPs and the AIP to build the capability of staff to implement strategies that address school priorities.

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An improvement strategy is a single sentence with a common structure:

[Starting cognitive verb] [improvement behaviour] to [intended outcome].

For example:

Establish systematic opportunities for teachers and leaders to moderate student work to support the alignment of curriculum, teaching, assessment and reporting.

Each sentence makes clear:

- what we recommend you do
- what outcome is desired.

Since 2023, review teams have used particular verbs at the start of improvement strategies.

These verbs give schools an idea about the maturity of their work in this area of improvement.

One school is yet to **establish** moderation. Another school is ready to **expand** great moderation processes to all learning areas.

Verb continuum indicating maturity of practice

Concept	Idea	Idea into action	Idea reviewed or refined	Initial stages of idea being broader	Idea is embedded	Idea to be scaled across school (year levels and faculties) and beyond
Stage	Not started	Started – early days	Checking and adjusting what was started	Embedding what was started wider	Embedded, reviewing for impact	Sustaining, applying and expanding
Starting Cognitive verbs	Build Create Develop Establish Identify Initiate Investigate	Communicate Enact Finalise Formalise Implement Systematically enact	Broaden Clarify Prioritise Review Refine Sharpen	Consolidate Embed Maintain Reinforce Strengthen	Align Further refine Further review Monitor Quality assure	Apply Expand Scale up Sustain