

Palm Beach 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 School Improvement Unit (SIU) at **Palm Beach State School** from **8 to 10 October 2018**.

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](#).

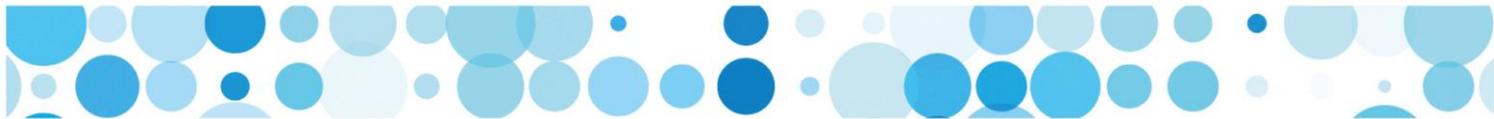
1.1 Review team

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|---------------|---------------------------------------|
| John Bosward | Internal reviewer, SIU (review chair) |
| Vicki Baker | Peer reviewer |
| Christine Tom | External reviewer |

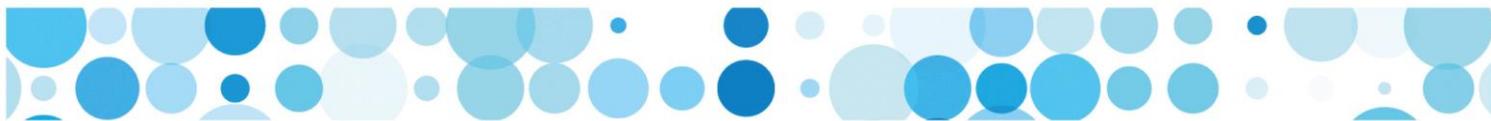


1.2 School context

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| Location: | Nineteenth Avenue, Palm Beach |
| Education region: | South East Region |
| Year opened: | 1974 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 556 |
| Indigenous enrolment percentage: | 5.2 per cent |
| Students with disability enrolment percentage: | 3.2 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1025 |
| Year principal appointed: | May 2015 |
| Full-time equivalent staff: | 38 - teaching 20 - non-teaching |
| Significant partner schools: | Palm Beach-Currumbin State High School, Elanora State High School, Southern Gold Coast Cluster – Elanora State School, Tallebudgera State School, Currumbin State School, Coolangatta State School, Currumbin Valley State School, Ingleside State School, Currumbin Community Special School, Tallebudgera Beach Outdoor Education School, Elanora State High School |
| Significant community partnerships: | Southern Cross University (SCU), Ray White Real Estate - Parents and Citizens' Association (P&C) and school support, Scripture Union - chaplaincy program, Palm Beach Anglican Church - breakfast club and previously Kids Companions, Education Queensland International (EQI) – interschool visits, 19th Avenue Woolworths - P&C/ disco/school support, Currumbin Returned and Services League of Australia (RSL) - ANZAC Day, Act for Kids, AFL Queensland – SHINE Year 4 program, feeder kindergartens and childcare centres, aged care facility - strings excursion, Rotary Club of Palm Beach, Palm Beach Currumbin Lions Club |



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| <p>Significant school programs:</p> | <p>Science, Technology, Engineering and Mathematics (STEM), kitchen/garden program, student council, Palm Beach Pals, chaplaincy program, Solid Pathways, Prep to Year 3 swimming, Years 4 to 6 sport - beach sports Term 1, interschool sport Term 2, recreation sports Term 4, Sacred Sisters - Year 6 girls, chess including interschool tournaments, music - choir, band, strings including Fanfare and eisteddfod participation, DRUMBEAT, Footsteps Dance Company, Speech Makers</p> |
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1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two teaching learning coordinators, special education teacher, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), behaviour advisory teacher, 23 teachers, 56 students, 35 parents, guidance officer, Speech Language Pathologist (SLP), tuckshop convenor and assistant convenor, three administrative assistants and instrumental music teacher.

Community and business groups:

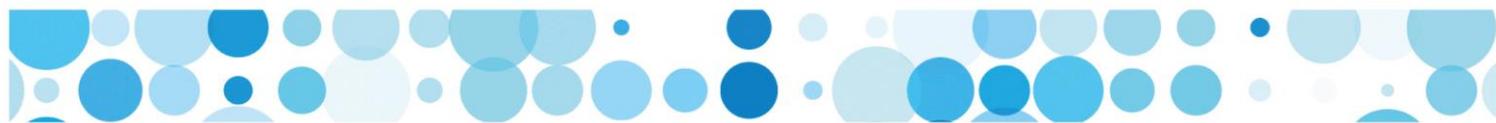
- P&C president and vice president, Palm Beach-Currumbin State High School head of middle school and Elanora State High School deputy principal.

Partner schools and other educational providers:

- Facilitator Southern Gold Coast Coalition Cluster, director Crèche and Kindergarten (C&K) Palm Beach Community Kindergarten and owner of Little Seeds Early Learning Centre.

Government and departmental representatives:

- Local Councillor for Division 13 City of Gold Coast, State Member for Burleigh and ARD.



1.4 Supporting documentary evidence

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| Annual Implementation Plan 2018 | Explicit Improvement Agenda 2018 |
| Investing for Success 2018 | Strategic Plan 2014-2018 |
| Headline Indicators (Term 1, 2018) | School Data Profile (Semester 1, 2018) |
| OneSchool | Student reports |
| School Opinion Survey | School budget overview |
| School improvement targets | Curriculum planning documents |
| School pedagogical framework | School differentiation plan or flowchart |
| School data plan | Professional development plans |
| Report Card and NAPLAN Update Semester 1 2018 | Professional Development Framework Coaching & Professional learning plan 2018 |
| School based curriculum, assessment and reporting framework | Responsible Behaviour Plan for Students |
| School newsletters and website | |



2. Executive summary

2.1 Key findings

The tone of the school reflects a commitment to purposeful, successful learning and the wellbeing of students, staff and community members.

School staff have worked with members of the community to create a positive school culture and become a school of choice in the local area. This positive reputation is valued strongly by all students, staff and parents. Students and staff members display an obvious sense of belonging and pride in the school.

Teachers work hard to meet the learning needs of all students within their class.

Staff members express the belief that all students are capable of learning when given the appropriate learning opportunities and necessary support. The use of differentiated teaching as a strategy for ensuring that every student in every classroom is engaged in learning is a school priority. Students are developing their capability to identify strategies implemented to support them with their learning.

Teachers demonstrate a high level of enthusiasm and commitment to improve their skills in order to effectively support students and improve learning outcomes.

Some coaching opportunities for teaching staff provided by school leaders are documented and available. Teacher engagement in this process varies across the school and feedback is predominantly informal. This model is yet to be developed into a formalised whole-school approach to include all key staff members.

The school leadership team regularly invests time in informal walkthroughs in classrooms, interacting with students and teachers.

Teaching staff members appreciate this practice and wish to expand and enhance these visits to become more structured and formalised. They articulate a desire to include modelling of effective teaching strategies, observing teachers in action, and providing opportunities for regular discussion and feedback to teachers regarding the effectiveness of their pedagogy.

Teachers are encouraging students to be responsible for their own learning.

Most teachers display the learning intentions and success criteria for each lesson so that students are able to see explicitly what they are to learn and what they are to do to demonstrate their success in learning. The process of effective analysis and unpacking of assessment tasks to clarify learning intentions and break down the learning for students to assist them in becoming assessment literate learners is not yet consistent across the school.



The use of data to inform structural differentiation is a feature of all classrooms.

Teaching staff members are able to discuss some strategies they utilise to differentiate for students within their classrooms, particularly for students requiring additional learning support. The consistent utilisation of formative assessment within units of work and the extension and enhancements for students meeting or exceeding standards and benchmarks is emerging. Teacher confidence in identifying and responding to the learning needs of all students within their classroom programs varies across the school.

Staff members understand and acknowledge the importance of positive and caring relationships as the foundation for successful learning.

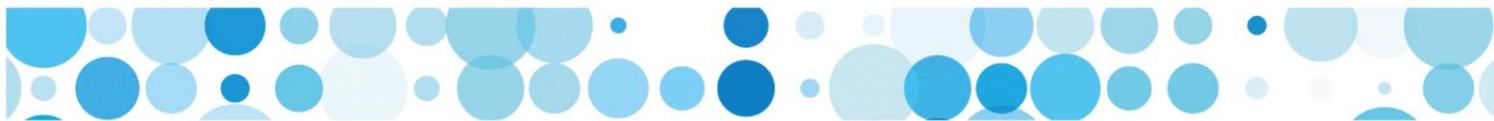
Interactions between staff members and students are caring, polite and inclusive. Students speak positively regarding their relationships with staff members. Parents and families are valued as partners in student learning. School leaders, parents and teachers work together in mutually supportive ways. Students and parents value the interest that staff members take in students' learning and speak highly of the school's efforts to meet their needs. Staff members speak enthusiastically regarding their roles and the support the school receives from the community.

The school actively seeks ways to enhance student learning through fostering productive community relationships.

School staff members recognise the value of establishing partnerships with parents and families, other education institutions, local businesses and community organisations to provide support and access to resources and services that enhance learning opportunities for students.

The physical resources, including the buildings and grounds of the school, are attractive and well maintained.

There is a strong positive climate of pride in the way the school is presented and it is apparent that cleaning and grounds staff members take pride in their work to maintain the school environment. Teaching staff present their classrooms as welcoming and inviting places for students to learn. Artefacts to support student learning and samples of student work are displayed in all classrooms.



2.2 Key improvement strategies

Collaboratively develop and implement a collegial engagement framework so all staff members are able to be involved in regular, timetabled observations and feedback.

Develop a school process for all school staff to participate in formal reflection and discussion regarding their instructional practice to impact on student learning.

Continue to build the capability of teachers to engage their students as assessment literate learners through providing opportunities for student self-assessment, goal setting and feedback processes.

Continue to build teacher capability to plan and deliver differentiated learning experiences for the range of learners in their classrooms.