

# Palm Beach State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Palm Beach State School** from **16 to 18 August 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Review team

Noel Baggs	Internal reviewer, SRR (review chair)
Aminta Miller	Peer reviewer
Mary Wallis	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Kombumerri
<b>Location:</b>	Nineteenth Avenue, Palm Beach
<b>Education region:</b>	South East Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	777
<b>Indigenous enrolment percentage:</b>	4.4 per cent
<b>Students with disability percentage:</b>	5.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1040
<b>Year principal appointed:</b>	May 2022



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Curriculum Leader (CL), two teaching and learning leaders, inclusion leader, inclusive education teacher, guidance officer, Business Manager (BM), chaplain, 27 teachers, 38 students, 31 parents, seven teacher aides and nine auxiliary staff.

Community and business groups:

- Parents and Citizens' Association (P&C) president, representative of Outside School Hours Care (OSHC), Police-Citizens Youth Club (PCYC) coordinator and Kids on Fourth Early Childhood Education and Care (ECEC) centre coordinator.

Partner schools and other educational providers:

- Tallebudgera State School principal, Palm Beach Currumbin State High School executive principal and Metropolitan Behaviour Support Service representative.

Government and departmental representatives:

- State Member for Burleigh, Division 13 Councillor and ARD.



## 2. Executive summary

### 2.1 Key findings

#### **Staff members articulate a strong sense of collegiality and describe a supportive and engaging working environment.**

Leaders and teachers are united in the vision for school improvement and dedicated to supporting all students to succeed. Many staff and parents refer to this unique school as 'The best kept secret on the Gold Coast'. Staff members and families indicate a sense of trust in the school leadership for maintaining and improving the high expectations for learning, behaviour and wellbeing. Staff members mention that one of the strengths of the school is the collegiality and personal professional support provided by colleagues. A sense of pride is shared amongst staff, students and families.

#### **Staff are driven by the belief that every student is capable of successful learning.**

All staff commit to every student, in every classroom, every day and ensure all students are capable of successful learning. There is a clear focus on understanding the learner. Staff possess and display a strong alignment to continuous improvement for all students through the analysis of student data. A culture of academic performance and high expectations is nurtured. This is reflected in student achievement results when compared with schools across the nation.

#### **Staff indicate a willingness to engage in professional learning opportunities.**

Leaders acknowledge the need to ensure all staff members are supported in capability development and provided with meaningful and timely feedback. Many teachers welcome the opportunities provided to work together and learn from each other through the Collaborative Check-In (CCI) meetings, Learning Lounges, Gallery Walks and the Watching Others Work (WOW) process. Teaching staff articulate they would value further systematic and individualised feedback on the extent to which they are engaging with and achieving the teaching and learning priorities. School leaders articulate the next steps are to collaboratively develop and embed an agreed collegial engagement framework to support the capability development of all staff members.

#### **The school has a comprehensive, coherent and explicit sequenced curriculum plan.**

There is a collaborative approach to curriculum planning across the school that ensures the curriculum is aligned to sections of the AC, and simultaneously adapted to meet the learning needs of the students and local school contexts. The plan supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels. Many teachers articulate they would value the opportunity to strengthen their knowledge and understanding of the full breadth of the Australian Curriculum (AC) including general capabilities and cross curriculum priorities, in order to effectively adapt learning experiences to meet the needs of their students.





**Leaders are committed to the use of differentiated teaching to ensure that every student is progressing.**

Teachers articulate a clear school-wide process in differentiating curriculum and assessment and adjusting and tailoring their teaching to meet a range of learning needs within their classrooms. The 'Journey Group' model seeks to provide differentiated instruction for each child, ensuring key concepts are known and consolidated and, in some cases, extended. Some teachers comment positively in relation to the ability to provide focused support for a group of 'like students'. Other teachers express a desire to be more familiar with their class's individual student learning needs. Prep teachers have developed a different model to enable differentiation within their own classroom. The leadership team seeks to review Journey Groups to ascertain if they currently meet all learners' needs.

**Teachers recognise the importance of highly effective teaching as the key to improving student learning**

A range of high-yield teaching strategies are apparent at the school and used to deepen the learning engagement and achievement for students. Staff members articulate a joint understanding of, and commitment to, the importance of effective teaching practices to support all students to achieve success in their learning. Leaders and teachers express a desire for further whole-school development in implementing agreed teaching practices to create consistency and strengthen their understanding of effective teaching approaches.

The development of school-wide digital pedagogies is identified as a future priority. A specialist teacher is engaged to teach the digital technologies AC and students indicate they value and enjoy these lessons. The school has identified the further development of Information and Communication Technology (ICT) skills and, in particular, the development of school-wide digital pedagogies, as a future priority. Some staff indicate they would appreciate additional support to introduce further technologies into their day-to-day teaching and build their capabilities in this area. The leadership team seeks to review the scope and allocation of ICT across the school to cater for current and future digital learning opportunities, for all students.

**A student-centred approach is apparent across the school.**

School leaders are united and committed to improving learning and wellbeing outcomes for all students at the school. A culture of 'students first' underpins an unwavering focus from staff to support all students to be successful. Staff regularly engage in professional conversations to enhance their practices to support student learning. There is a strong emphasis within the school community that all students are welcome. Students are strongly encouraged to embrace the value to '*be kind*'. Parents appreciate the openness and approachability of all staff and quality teaching is valued and appreciated. They view the school as supporting the learning, social and emotional needs of their child.



**The school is committed to building a highly skilled, professional and expert team of teachers.**

Staff exhibit high levels of commitment to the school and acknowledge the collegial environment. Staff retention is enhanced through the supportive and cooperative nature and positive staff morale. Members of the leadership team are committed to leading and modelling participation in active learning through their cluster which includes other local state schools. This involvement in the cluster has enabled teachers to visit other schools and learn from their practices. School leaders have an expectation that all members of the teaching team are committed to the continuous improvement and development of their skills. Teachers highlight a culture of collaboration and teamwork across the school.





## 2.2 Key improvement strategies

Revisit the collegial engagement framework, and collaboratively develop and implement an agreed systematic process for observation, feedback, coaching and mentoring.

Further develop staff knowledge, understanding and application of the AC, including general capabilities and cross-curriculum priorities.

Collaboratively review the Journey Groups model to ensure it meets the current needs of students and teachers.

Collaboratively review the repertoires of practice to identify the signature pedagogical approaches and common understanding of these approaches.

Identify school-wide approaches for digital technologies and provide professional learning to support teachers to develop their capabilities in this area.