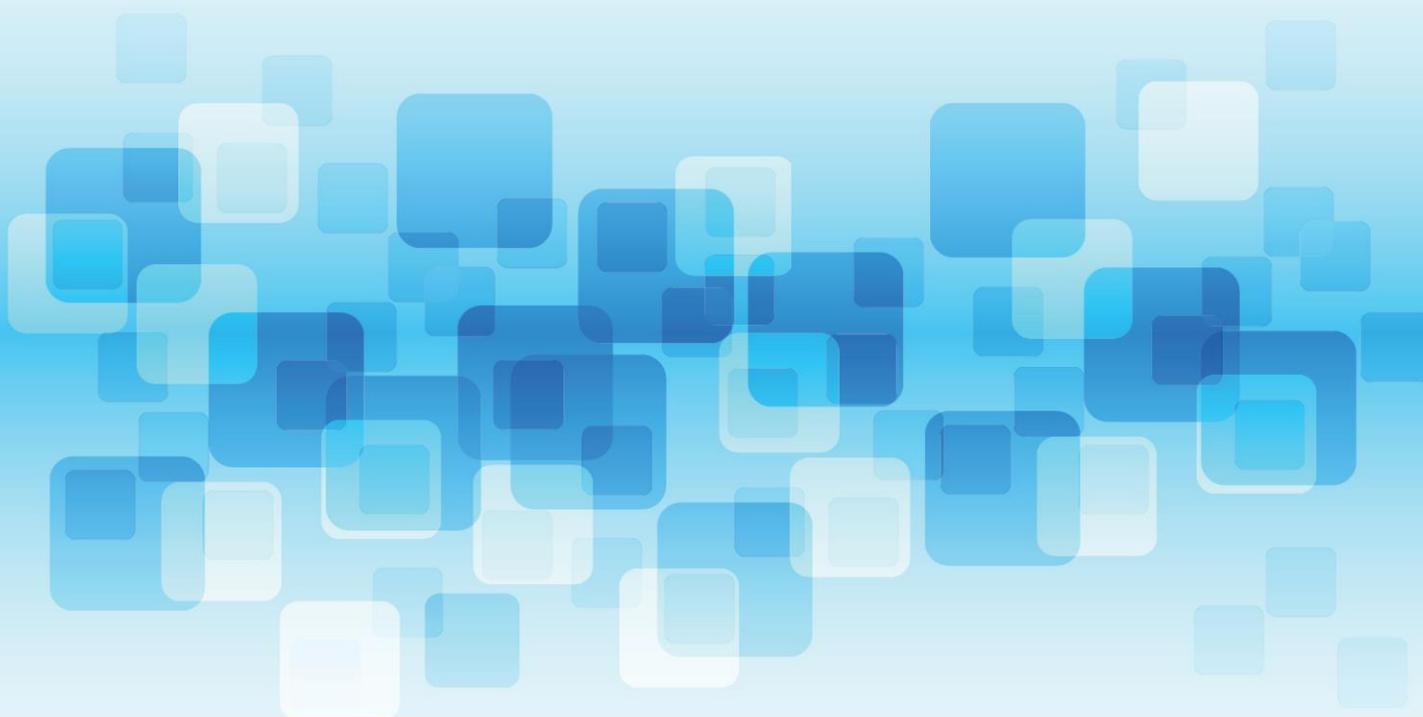**School Improvement Unit**
Report

Surfers Paradise State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Surfers Paradise State School from 1 to 3 March 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	42 St Andrews Avenue, Isle of Capri
Education region:	South East Region
The school opened in:	1934 1976 (new site)
Year levels:	Prep to Year 6
Current school enrolment:	688
Indigenous enrolments:	3 per cent
Students with disability enrolments:	3.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1043
Year principal appointed:	2009
Number of teachers:	40.18 (full-time equivalent)
Nearby schools:	Benowa State School; Benowa State High School.
Significant community partnerships:	Surfers Paradise Anglican Church, Surfers Paradise Alliance, Local Kindy Alliances, Broadwater Alliance (Local Schools Cluster).
Unique school programs:	Aerobics, Chess, Instrumental; Choral, Music, Inspire, Model, Practice, Apply, Connect, Transform (IMPACT).

1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director/Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    - The Principal and two deputy principals

    - Head of Curriculum (HOC), master teacher and Head of Special Education Services (HOSES)

    - School guidance officer

    - Business Services Manager (BSM)

    - 35 teachers, including specialist and support teachers

    - Five teacher aides

    - Three administrative officers

    - Four facilities staff

    - 47 students

    - 79 parents, including the executive members of the Parents and Citizens' Association (P&C)

    - Councillor Lex Bell, Gold Coast City Council

    - Six community partners including representatives from local high schools and early childhood partners.

1.4 Review team

Gary Austen	Internal reviewer, SIU (review chair)
Judy Dale	Internal reviewer, SIU
Peter Doyle	Internal reviewer, SIU
Judi Hanke	External reviewer

2. Executive summary

2.1 Key findings

- **Classroom learning environments are positive, caring and inclusive.**

  Classrooms are orderly and purposeful with few disruptions to engaged learning evident. Students speak highly of their teachers and the way in which the school supports their learning and wellbeing. A significant proportion of students are drawn from diverse cultural backgrounds and the school is inclusive in meeting the learning needs of these students.

- **School leaders and staff articulate an improvement agenda with a key focus on improvements in reading and problem solving.**

  The school has used student learning data to inform the establishment of an improvement agenda focused on reading and problem solving. Specific and school-wide strategies, timelines, milestones and targets are yet to be fully developed in support of the agenda.

- **The school collects and analyses student learning data.**

  A data and assessment schedule is published. It guides the administration and collection of diagnostic and summative learning data which is used to inform starting points for teaching and the targeting of some resources. The school leadership team expresses a commitment to developing more systematic processes to share this information with students and parents.

- **Parents strongly articulate an interest in and a desire to be involved in the improvement agenda of the school.**

  Parents consistently describe a commitment to the school and a desire to contribute to its ongoing development. Community confidence in the school varies across the parent body. Opportunities exist to more formally define parent and community partnerships, roles and communication processes.

- **The school has a curriculum plan that provides direction for teaching staff on the implementation of the Australian Curriculum (AC).**

  The school is beginning to develop formalised processes to support the collaborative planning of units of work. School curriculum leaders are exploring systems to embed locally relevant curriculum responses and to contextualise units of work to meet the needs of students.

- Student academic performance using the National Assessment Program - Literacy and Numeracy (NAPLAN) is broadly comparable to similar schools when using Mean Scale Scores (MSS). The percentage of students achieving in the Upper Two Bands (U2B) is generally less than that of other similar schools.

  School leaders and parents identify a challenge and desire to extend achievement to higher levels of performance. Potential exists to embed a more strategic approach to the development of intellectual rigor and the teaching of higher order thinking across the curriculum.

- The school has a published pedagogical framework that provides an overview of a broad range of teaching strategies and approaches.

  Teaching staff employ a range of effective approaches in the classroom. The way the school's pedagogical framework is used for consistent and whole-school approaches to teaching is unclear.

2.2 Key improvement strategies

- Sharpen the school's improvement agenda to include specific strategies, targets and milestones for improvement that directly relate to student learning gains. Ensure that the agenda is widely communicated and understood by parents, students and staff.

- Partner with the region to develop a whole-school capacity to embed the teaching of higher order thinking across the curriculum. Promote a culture of innovation and inquiry in classrooms for all students.

- Engage an external and independent facilitator to support the design of a deliberate and comprehensive community engagement strategy, with reference to the parent and community engagement framework.

- Review and clarify the roles of school leaders, within and beyond teams. Embed instructional and curriculum leadership roles within the responsibilities of all members of the leadership and support team.

- Enhance student learning outcomes by building the consistency of teaching practice across the school. Identify, share and implement high-yield teaching strategies that impact upon student learning.

- Extend capability through engaging teaching staff in formalised cycles of observation and feedback which align with the school's explicit improvement agenda.