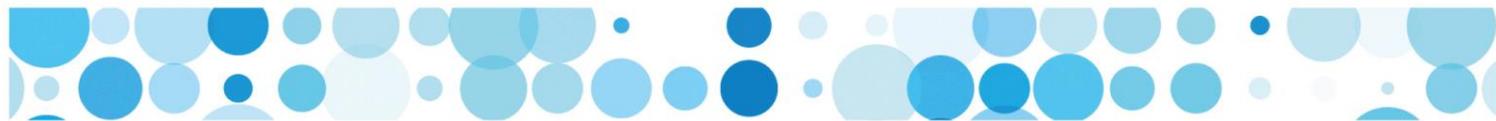


Runaway Bay Sport and Leadership Excellence Centre

Executive Summary



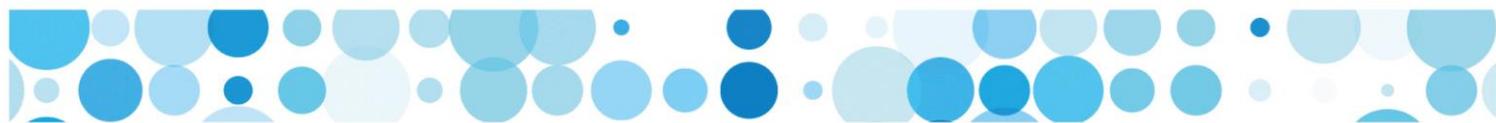


Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

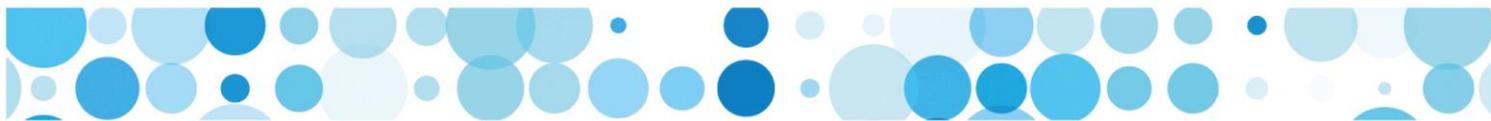
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Runaway Bay Sport and Leadership Excellence Centre** from **1 to 2 August 2019**.

The report presents an evaluation of the centre's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the centre 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 the SIU and reviews for Queensland state schools please visit the SIU [website](#).

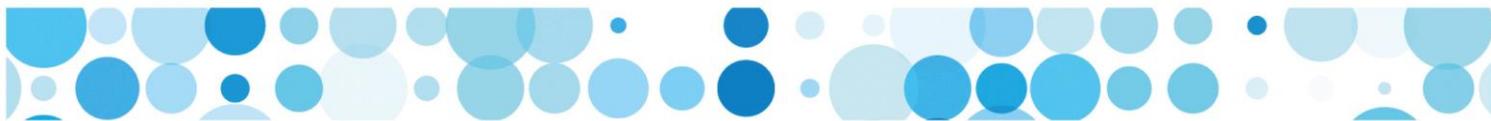
1.1 Review team

Sue Gibson	Internal reviewer, SIU (review chair)
Andrew Travis	Peer reviewer
Howard Neilsen	External reviewer



1.2 School context

Location:	Sports Drive, Runaway Bay
Education region:	South East Region
Year opened:	2010
Year levels:	Year 4 to Year 12
Enrolment:	n/a
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	nil
Year principal appointed:	2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	5
Significant partner schools:	Coombabah State High School
Significant community partnerships:	The BLK Performance Centre, Runaway Bay Sport and Leadership Excellence Centre (RBSLEC) Parents and Citizens' Association (P&C), Griffith University Sports College, Queensland Academy of Sport (QAS), Ngarang-Wal Gold Coast Aboriginal Association Incorporated
Significant school programs:	Sport excellence program, leadership excellence program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

Centre community:

- Principal, Executive Services Officer (ESO), five teachers and Unit Support Officer (USO).

Community and business groups:

- BLK Performance Centre Director, Accommodation and Group Ops Team Leader, Senior Financial Accountant, Operation Manager, Food and Beverage Site Manager, Group Accommodation Manager, P&C president, Indigenous community representative, Griffith University Sports College representative and QAS representative.

Partner schools and other educational providers:

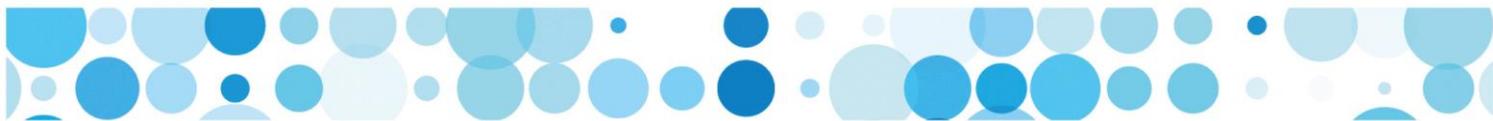
- Coombabah State High School principal and teacher, Silkstone State School teacher, Bounty Boulevard State School teacher and Mudgeeraba Creek State School teacher.

Government and departmental representatives:

- Councillor for Division 3 City of Gold Coast, State Member for Broadwater and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2017-2020
Investing for Success 2019	School budget overview
Professional learning budget 2019	Curriculum planning documents
Centre pedagogical framework	School website
Centre Opinion Survey	Responsible Behaviour Plan for Students
Centre Operational Charter	Centre assessment tools



2. Executive summary

2.1 Key findings

Staff members express a shared belief in the centre's vision of 'Inspiring Personal Best'.

The Runaway Bay Sport and Leadership Excellence Centre (RBSLEC) values of highly reflective, innovative, collaborative and inclusive are modelled by all staff members and underpin the operations and interactions of the centre. A sense of optimism for the centre's current strategic direction is apparent.

The centre staff are united and committed to improving learning outcomes for all students.

Staff members express the belief that all students will be successful, and this is reflected in the 2019 Annual Implementation Plan (AIP) banner 'Enacting the Australian curriculum for EVERY student (developing reflective practices)'. Consultative practices are used in establishing and implementing the curriculum improvement agenda. This includes the centre principal analysing education and sector trends, reflecting on visiting teacher feedback and data, and consulting with fellow outdoor and environmental education centre principals.

The unique centre is a very well planned and constructed site with sports facilities of international standard and grounds and buildings that are beautifully presented.

Outdoor teaching spaces and facilities meet the needs of visiting school groups and provide a link to a zone of natural habitat that is used for effective outdoor adventure-based activities. Stakeholders report that a lack of available indoor learning spaces affects the capability of RBSLEC to generate the funds required to maintain and develop a desired learning environment befitting the high aspirations of the site.

RBSLEC has a systematic approach to the collection and analysis of a range of data.

Capturing and analysing data that relates directly to student personal growth measured by reflective practices is being developed using pre- and post-assessment tools. The pre-visit data will be used by centre teachers to differentiate their teaching practices for the students in their group and the post-visit data will provide a snapshot of personal growth for individual students. In the long-term the data set will guide future curriculum decisions and inform changes to teaching strategies.

The teaching team takes a deliberate and proficient approach in addressing the learning needs of students.

Some RBSLEC staff and visiting teachers indicate that the use of extension activities is yet to be fully developed and embedded in the learning program. They report that a more deliberate approach to inquiry learning and deep learning would enhance the learning outcomes for students. This is recognised by some staff as being able to enhance their capacity to meet the challenges facing society and as represented in the Australian Curriculum (AC).



RBSLEC has strong partnerships with a number of key agencies that provide significant resources to the school.

The process of acquiring partners includes an assessment of future resourcing needs that are required to maintain and build RBSLEC's offerings to schools. This is yet to be developed to the point of identifying key criteria for selecting partners able to directly affect the emerging strong focus on achieving learning outcomes identified in the AC. Memoranda of Understanding (MOU) are signed with some partners and a documented review process of partner effectiveness is yet to be established.

Student accommodation is reported by users as meeting the current needs of school students.

The RBSLEC principal acknowledges that refurbishment or replacement of these facilities for continuing use by students will be required in the next strategic planning period. In parallel with this need is the aspiration expressed by site partners BLK Performance Centre to build a high-level accommodation facility able to attract an emerging client base that includes national and international sporting and leadership events and activities. The establishment of such a facility is additionally reported by RBSLEC leadership to be an attraction to educational and sporting groups including schools and school-aged elite sporting agencies that require accommodation for significant numbers of adult staff and students.

The centre leadership team uses data to build a culture of self-evaluation and reflection across the centre.

The visiting teacher feedback data is used by RBSLEC teachers to decide on focus areas of practice for peer review sessions. This practice is valued by teachers who are committed to improving their teaching practice.

A collegial culture of mutual trust, support and innovation is apparent amongst centre staff and the leadership team.

The centre strategically implements practices to attract and retain teachers that have the values and skills to achieve the centre vision and mission. Centre staff highlight passion, excitement and commitment to program design and delivery resulting in optimal outcomes for students.



2.2 Key improvement strategies

Collaborate with key stakeholders to provide appropriate additional indoor learning spaces to maximise learning outcomes for students and to enhance the financial viability of RBSLEC.

Embed and enact procedures to measure student personal growth by continuing development and use of pre- and post-assessment tools.

Develop teacher capability to design and facilitate challenging inquiry learning and deep learning student outcomes.

Develop and implement a process to assess the effectiveness of current and future partnerships to enhance student learning outcomes.

Collaborate with key stakeholders to investigate the need for refurbishment or replacement of the current residential facility and the need to include a significant component of high-level accommodation to meet the expectations of the expanding number and type of user groups.