

Runaway Bay Sport and Leadership Excellence Centre

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Runaway Bay Sport and Leadership Excellence Centre** from **25 to 27 July 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

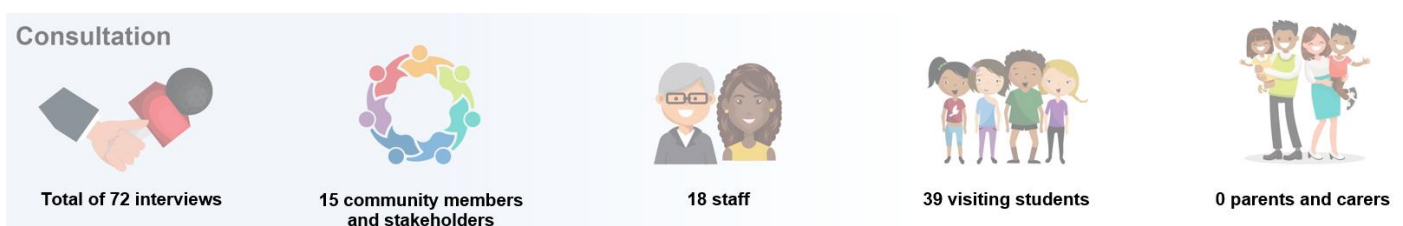
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Regional Director and/or School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Louise Wilkinson	Internal Reviewer, SRR (review chair)
Russell Thompson	Peer Reviewer
Ken Rogers	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Bundjalung Nation We acknowledge the shared lands of the Bundjalung nation and the Kombumerri people of the Yugambeh language region.
Education region:	South East Region
Year levels:	Years 4 to 12
Enrolment:	In 2022, 9165 students accessed the centre. At the time of the review in the year-to-date 5,471 students have attended centre programs.
Indigenous enrolment percentage:	N/A
Students with disability percentage:	Data is collected on individual students with diverse needs for each partner school to guide adjustments and program delivery only.
Index of Community Socio-Educational Advantage (ICSEA) value:	N/A

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **1 to 2 August 2019**. The key improvement strategies recommended in the review are listed below.

- Collaborate with key stakeholders to provide appropriate additional indoor learning spaces to maximise learning outcomes for students and to enhance the financial viability of Runaway Bay Sport and Leadership Excellence Centre (RBSLEC). (Domain 4)
- Embed and enact procedures to measure student personal growth by continuing development and use of pre- and post-assessment tools. (Domain 2)
- Develop teacher capability to design and facilitate challenging inquiry learning and deep learning student outcomes. (Domain 7)
- Develop and implement a process to assess the effectiveness of current and future partnerships to enhance student learning outcomes. (Domain 9)
- 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. (Domain 4)

2. Executive summary

2.1 Key affirmations

The centre has distinctive facilities and a unique operational setting.

The principal, staff and participants from client schools recognise the world-class sporting facilities available at the centre. They cite this as a key determinant for choosing the centre for camps and programs in sporting excellence and leadership development. With the centre housed in a large, busy, publicly accessible sporting complex, offering multiple individual external providers, there is a broadened experience available for all users.

Strong teamwork is established with authentic and timely collaborative inquiry.

Staff demonstrate they are highly committed to the centre and articulate a strong, collegial culture exists, built on trust, support and reflection. Staff members advise they regularly participate in program review to identify strengths, challenges and improvements. These reflections are used to identify effective teaching and learning strategies and ideas for their own personal and program growth.

High appreciation is expressed for tailored programs in sporting excellence and leadership development.

The principal and staff recognise the importance of delivering teaching and learning that meets the diverse needs of visiting students. Staff articulate that this desire to tailor programs to meet client schools' needs is a high priority and requires a degree of negotiation and collaboration with other users of the complex. Teachers indicate they work collaboratively with visiting teachers, whose knowledge and expertise of their students allows them to effectively deliver a camp experience that caters to diverse needs.

The change management model is supported by a growth mindset.

The principal and staff articulate strong optimism and commitment to continuous improvement with a growth mindset. Staff and many associated stakeholders speak appreciatively about the centre's operations and program delivery. Plans are underway for the significant transformation of operations of both the centre and the sporting complex, with the latter moving from the Department of Education (DoE) to the Department of Tourism, Innovation and Sport (DTIS) in a Machinery of Government (MOG) process. Staff consistently express optimism and confidence with the principal's leadership to support them as they work together to navigate the change.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Prioritise sustainability and advancement of the centre in future planning and negotiations to successfully transition into a new operating arrangement with stronger alignment to the DoE strategy, Equity and Excellence.

Domain 4: Targeted use of school resources

Maintain positioning for new, enhanced and all-weather facilities, as part of a finalised master plan, to ensure current and future anticipated programs and learning experiences can be delivered.

Domain 2: Analysis and discussion of data

Embed formative assessment at set junctures to monitor student learning, inform next teaching steps and differentiation practices for cohorts, groups and individual students.

Domain 6: Systematic curriculum delivery

Collaboratively review the centre's curriculum plan, exploring opportunities to more closely align program offerings with identified learning areas and associated general capabilities in the Australian Curriculum (AC).

Domain 7: Differentiated teaching and learning

Expand the capability of staff to effectively apply current and innovative practices in differentiated teaching and learning to meet the diverse learning needs of all visiting students.