Sandgate State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Located in Bramble Bay, our Prep to Year 6 student enrolments are predominantly drawn from the suburbs of Sandgate and Deagon. The school maintains an environment reflective of its high expectations for learning, behavior and student well-being. The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. Students are organized into straight year level class groupings within Teaching and Learning Pods; Junior P-2, Middle 3-4, Senior 5-6. Our vision is to be an innovative learning community that engages and supports students in a futures orientated education, challenging them to excel and be creative, active, informed and respected citizens in an evolving global community. Our school is committed to providing an education that: Promotes excellence in teaching and learning, is strategically planned, is inclusive, makes links with the local and global community, is intellectually challenging, the school is a Kids Matter School with an explicit focus on student well-being through developing social and emotional competency in students.

School Vision

Our vision is to be an innovative learning community that engages and supports students in a futures orientated education, challenging them to excel and be creative, active, informed and respected citizens in an evolving global community.

Our school is committed to providing an education that:

- Promotes excellence in teaching and learning

- Is strategically planned

- Is inclusive

- Makes links with the local and global community

School progress towards its goals in 2018

Significant progress made towards -

Reading:

- School-wide consistent use and management of Reading data

- Consistent school-wide practices in the teaching of Reading

- SMART student learning goals for Reading informed by the P-6 Literacy Continuum

Writing:

- School-wide consistent approach to the teaching and assessment of Writing

- Implementation of formative assessment to inform targeting teaching of Writing

- Explicit feedback through co-constructing success criteria; making explicit to students what they need to know, understand or do to improve their writing

- SMART student learning goals for Writing informed by the P-6 Literacy Continuum

Student Well-Being

- Kids Matter Framework to review Social & Emotional Learning Programs
- School-wide consistent implementation of Social and Emotional Learning Programs
- School-wide, explicit teaching of the You Can Do It lessons to support social and emotional competency for students

Future outlook

By the end of 2019 we will have refined explicit teaching strategies so that we have a consistent approach P-6 Sandgate State School Reading Program.

This will be achieved by reviewing and re-developing the reading framework ensuring alignment with a whole school approach to reading and the continual refinement of explicit teaching of reading (Target – 90% NMS F and P Reading).

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	376	410	479
Girls	190	199	233
Boys	186	211	246
Indigenous	17	16	25
Enrolment continuity (Feb. – Nov.)	92%	96%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The majority of students come from Sandgate and the nearby suburb of Deagon. The student population is unique, combining a rich diverse blend of socio-economic and cultural backgrounds. Student enrolment numbers have increased over the past few years with an increasing demand for Prep placements. The school

community promote their school as 'a small, safe and inclusive school' with comprehensive facilities. Our students are motivated to succeed and are proud of their school. The school culture is positive and inclusive with an unrelenting focus on teaching and learning. The school operates a fully resourced Playgroup for pre-prep students on a weekly basis.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	24	27	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The school has a documented whole-school curriculum plan which provides direction and sequence for curriculum, teaching and learning across the years of schooling.

Teachers are released to engage in curriculum planning processes with the support of the Head of Curriculum (HOC) for a day each term. There is a plan to quality assure and monitor the implementation of curriculum units to ensure the intended curriculum articulated in the school's teaching and learning handbook is the enacted curriculum in classrooms.

Our distinctive curriculum offerings

- Japanese Language & Cultural Studies Years Prep – Year 6
- Explicit focus on social & emotional learning through the Kids Matter framework
- Sports skills development Program
- Comprehensive Swimming Program
- Social Skills & Values Education
- Environmental Sustainability Education Program
- Comprehensive Instrumental Music Programs – Brass, Wind & Strings
- Developmental & Sequential Robotics Program
- Interschool Sports program

Co-curricular Activities

- Comprehensive Music program – both auditioned & non-auditioned choirs & vocal groups & concert band
- ICAS competitions / Reader's Cup / Maths Tournament / Spelling Tournament
- Partnerships with sporting bodies – coaching clinics on school grounds
- "Green Lane" Garden program with an active Gardening Club for students
- A fully resourced large Arts Studio with Art Clubs operating
- A Brisbane City Council Active Travel School
- A quality Outside of School Hours Care Program aligned with the school's values and expectations
- School Based Swimming Club (fully heated pool complex)

How Information and Communication Technologies are used to Assist Learning

- Networked hubs of computers are located in classrooms
- A modern, air-conditioned fully resourced computer lab accessible for all classes.
- A modern air-conditioned ICT space in the Resource/Technology Centre with wireless connectivity to facilitate flexible and collaborative learning for students through the use of lap top computers
- Interactive smart/whiteboards, visualisers in every classroom to facilitate eLearning
- Access to a range of peripherals (digital cameras, microscopes, ipads, robotics)
- Wireless connectivity in all teaching spaces.

Social climate

Overview

Promotion of a positive learning environment through:

- A strong focus on student support for all students
- A Chaplaincy Program focusing on resilience & self-worth
- A proactive Responsible Student Behaviour Plan incorporating the 'High Five' anti-bullying strategies
- The five keys of the You Can Do It program
- Empowering our students through leadership roles & responsibilities
- Empowering our students through the decision-making process via the Student Council
- A strong emphasis on celebrating diversity through intercultural days, Harmony Day, NAIDOC, Einbunpin Festival.
- An extensive Year 6 transition program with Sandgate District State High School
- School is a host school for Japanese under graduate teachers twice a year.

The tone of the school reflects a commitment to purposeful and successful learning.

Positive and supportive relationships are established between staff members and students. Staff members speak highly of the collegial support within the school. Mutually respectful relationships are apparent in all interactions. Parents are viewed as partners in their child's learning. Community volunteers and parents are visible in classrooms supporting reading and curriculum activities as well as other school programs including swimming and the garden club. *(School Review Findings).*

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	92%	86%
• this is a good school (S2035)	91%	94%	90%
• their child likes being at this school* (S2001)	91%	91%	95%
• their child feels safe at this school* (S2002)	91%	96%	94%
• their child's learning needs are being met at this school* (S2003)	87%	94%	89%
• their child is making good progress at this school* (S2004)	84%	94%	86%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	90%	86%
• teachers at this school motivate their child to learn* (S2007)	89%	94%	89%
• teachers at this school treat students fairly* (S2008)	81%	90%	87%
• they can talk to their child's teachers about their concerns* (S2009)	91%	94%	91%
• this school works with them to support their child's learning* (S2010)	84%	96%	86%
• this school takes parents' opinions seriously* (S2011)	73%	90%	81%
• student behaviour is well managed at this school* (S2012)	78%	88%	86%
• this school looks for ways to improve* (S2013)	80%	98%	90%
• this school is well maintained* (S2014)	87%	92%	91%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	97%	97%
• they like being at their school* (S2036)	90%	93%	94%
• they feel safe at their school* (S2037)	95%	97%	97%
• their teachers motivate them to learn* (S2038)	98%	98%	97%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	94%
• teachers treat students fairly at their school* (S2041)	97%	93%	90%
• they can talk to their teachers about their concerns* (S2042)	86%	90%	84%
• their school takes students' opinions seriously* (S2043)	91%	90%	88%
• student behaviour is well managed at their school* (S2044)	78%	88%	81%
• their school looks for ways to improve* (S2045)	95%	98%	95%
• their school is well maintained* (S2046)	95%	95%	91%
• their school gives them opportunities to do interesting things* (S2047)	94%	90%	92%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	85%	97%	92%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
• they receive useful feedback about their work at their school (S2071)	61%	81%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	90%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	97%	100%	100%
• student behaviour is well managed at their school (S2074)	97%	100%	92%
• staff are well supported at their school (S2075)	64%	84%	78%
• their school takes staff opinions seriously (S2076)	55%	84%	81%
• their school looks for ways to improve (S2077)	82%	94%	89%
• their school is well maintained (S2078)	88%	91%	75%
• their school gives them opportunities to do interesting things (S2079)	66%	84%	83%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Active participation through:

- Parents & Citizens Association, School Tuckshop, Uniform Shop
- Open Days, Culminating Days, Parent Info Sessions, Whole School Assemblies, Class Celebrations, Parent Helpers
- Enewsletter weekly
- Student Progress Reports twice yearly & parent/teacher interviews twice yearly & on a needs basis
- Informative & up-to-date School Website
- Up-to-date Internal & External School Signs

The school is highly regarded by staff members, parents, students and members of the local community.

The school and the local community are closely linked and have established a calendar of events which enables school-community partnerships to be continually strengthened. Parents state the school is regarded as an important contributor to the Sandgate community. *(School Review Findings).*

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The school utilizes range of appropriate curriculum resources to enhance school programs, such as the Daniel Morcombe curriculum resources, the Life Be In It Education incursion, Cyber Safety incursions, Diversity incursions.

The school's Responsible Student Behaviour Plan for Students, which is endorsed by the P&C Association sets very explicit expectations for all stakeholders. The plan includes a matrix of expected behaviours which are explicitly taught to students on a frequent basis. An Anti-Bullying strategy "The High Five" as well as a Cyber Bullying strategy are also included in the plan.

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School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	31	2	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The Sandgate State School Community continued to implement its SEMP – Sustainable Environmental Management Plan – which all stakeholders are participating in. The SEMP committee consists of teaching and non-teaching staff as well as students and two parent representatives nominated through the P&C Association.

The Committee has supported class teachers and students to become actively engaged in the edible gardens project with students preparing gardens, planting vegetables and then harvesting the crop. All vegetables are then sent to the school's tuckshop for use in preparing healthy choices meals. This has been possible through the Health units of work for all Year levels.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	170,680	255,846	153,548
Water (kL)	4,056	5,668	3,190

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

School staff have demonstrated through the school opinion survey that they are committed to our students at Sandgate State School. They feel valued for the terrific work that they do in challenging our students to achieve to their best potential. School staff have conveyed that they have extensive support around curriculum planning, implementation and assessment. They value the school's Pod structure which supports them as members of an expert teaching team. The teaching staff consists of experienced senior teachers as well as teachers at the beginning of their teaching career. The school's leadership team consists of admin staff and all experienced senior teachers who represent their teaching Pods. Non-teaching staff provide comprehensive support to both students and teachers which provides a learning and social environment conducive to the teaching and learning process.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	33	18	<5
Full-time equivalents	30	14	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

![Queensland Government logo]

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	5
Graduate Diploma etc.*	3
Bachelor degree	29
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $**34 239.34**

The major professional development initiatives are as follows:

- The Teaching of Writing
- The Teaching of Reading
- Language
- Age Appropriate Pedagogies

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	93%
Attendance rate for Indigenous** students at this school	92%	94%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	93%
Year 1	94%	93%	93%
Year 2	93%	95%	93%
Year 3	94%	93%	94%
Year 4	93%	94%	92%
Year 5	93%	93%	92%
Year 6	90%	94%	91%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	11	33	47
2017	8	11	31	49
2018	11	13	31	44

Proportion of Students
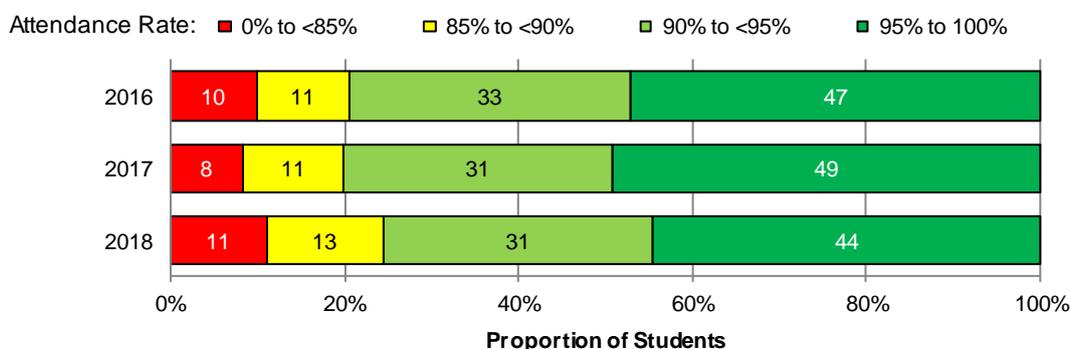
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

The systems at Sandgate SS in 2018 were:

- Class rolls are marked electronically through OneSchool twice per day – morning & afternoon sessions
- Administration staff scan daily to ensure all rolls have marked and a SMS Alert is texted by 9:30am to parents of students by who are marked absent seeking an explanation
- Administration staff scan twice per week for absences entered on One School
- School Policy, which is clearly articulated in the school's handbook & newsletters, requires a parent explanation for a student absence from school

- If a student is a way from school for 3days without an explanation, then the Principal or designated administration officer makes personal contact with the parent of that student
- The school actively promotes the "Every Day Counts" strategy and utilizes the suite of resources across a variety of mediums to students and parents
- The Principal's Merit Awards at the end of each Term, has an explicit focus on maximum student attendance

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ˅	School type ˅	State ˅

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

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