

Sandgate State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

In 2015 every school in Queensland is required to publish information about the school and its educational outcomes for the 2014 school year. This report provides information on:-

Curriculum initiatives

Outcomes Data for Literacy and Numeracy using systemic data based on the Years 3, 5 and 7 NAPLAN tests

Extra-Curricular offerings



School progress towards its goals in 2014

- *The school has continued the implementation of the Australian Curriculum as it is rolled out – new Geography C2C implemented
- *The school has reviewed, refined & continued the implementation of the POD structures across the school to ensure consistency of curriculum implementation, assessment and reporting
- *The school has reviewed & refined the school leadership team model to include all Experienced Senior Teachers
- * The school has continued to implement the recommendations from the 2013 Teaching & Learning Audit
- * The school has implemented its Pedagogical Framework with all staff consistently teaching school-wide expectations
- * The Leadership Team has reviewed, refined & implemented walk throughs and the agreed instructional rounds model to ensure consistency of curriculum implementation & teaching practice
- *The school has developed the coaching agenda into a sustainable peer coaching feedback model to ensure consistency of Literacy Block implementation and pedagogy
- *Targets were set for all students in Reading/Comprehension and Mathematics and short-term monitoring implemented to track individual student progress in Years 1-7
- * Considerable progress was made on the development of a school wide consistent approach to the teaching and assessment of writing using Seven Steps to Writing Success resources, First Steps in Writing, C2C and the Australian Curriculum. All staff professionally developed with five staff trained as Seven Steps Coaches.
- *The school has reviewed, refined and implemented a consistent whole-school approach to the teaching of Mathematics through the continued implementation of a focussed Numeracy Block and the Numeracy Block has been reviewed and refined school-wide to facilitate differentiation of C2C Maths Units.
- * The school has been proactive in engaging with before school settings and with the local state high schools to retain students in the State System at all junctures of learning
- * The Kids Matter action team and school staff conducted an audit of our Social and Emotional Learning Programs and selected the 'You Can Do It' Program to facilitate Social & Emotional Learning for all students.
- * Professional development was completed on two components of the Kids Matter Framework for all staff.
- *Transition programs were implemented for Year 6 & 7 students with both local State High Schools.
- * The school has consistently implemented the 'Every Day Counts' strategy to ensure an increased level of student attendance.
- *The school has continued to progress its EATSIPS agenda in Closing the Gap between attendance and outcomes of indigenous and non-indigenous students, utilising the connections and knowledge of the Regional Community Participation Officer
- *The Leadership Team and the P&C worked with the previous state member and facilities officers to progress the relocation of Prep to the Junior School & bring a Kindergarten onto the school site – this is an ongoing identified priority
- *Implementation of the school's SEMP agenda has resulted in the school registering for the Stephanie Alexander Kitchen Garden Program

Future outlook for 2015

Core Priority: Curriculum

- Implement new C2C units: HPE, Business & Economics, Civics & Citizenship
- Review, refine & implement the school's curriculum plan to ensure horizontal and vertical alignment with the Australian Curriculum so there is continuity and progression of learning within the multi-age structure.
- Review, refine & continue the implementation of the POD structures across the school to ensure consistency of curriculum implementation, assessment and reporting
- Implement workplace reform to use unused FTE to release POD Leaders to prepare C2C resources and undertake organisational responsibilities, etc.

Core Priority: Pedagogy (Teaching Practice)

- Continue to build data literacy skills so that staff members have a sophisticated understanding of data concepts when monitoring improvement and growth over time across the years of schooling.
- Continue developing a strong collegial and self-reflective culture in which teachers welcome the Principal and D/Principal and colleagues to observe their teaching, discuss their work with student data and provide developmental feedback.

Core Priority: Reading

- Implement workplace reform to support a full-time allocation of a Master Teacher's position to model pedagogical best practice in the teaching of reading & comprehension
- Target Setting - Principal & D/Principal to continue leading class teachers in setting yearly targets for NAPLAN and PAT Reading
- Teachers to collaboratively develop individual Reading Goals with all students that are timely and measureable & provide regular feedback to students. Report progress on goals to parents at parent-teacher interviews
- Short-Term monitoring & tracking of individual student progress in Years P-6 through the purchase of an additional .50 teacher time to facilitate two STLaNs (Prep – 2 & Years 3-6)
- Collaboratively develop Individual Learning Plans (ILPs) for all identified & at risk students
- Purchase additional teacher time .50 to implement targeted intervention programs to identified students under the Great Results Guarantee agenda

Core Priority: Writing

- Fully implement the Seven Steps to Writing Success Program across the school
- Facilitate Moderation of student writing assessment tasks (POD level and Cluster level)
- Investigate monitoring tools around writing to ensure consistent data collection over time

Core Priority: Numeracy

- Continue to implement a consistent whole-school approach to the teaching of Mathematics through the focussed Numeracy Block.
- Target Setting - Principal & D/Principal to continue leading class teachers in setting yearly targets for NAPLAN and PAT Mathematics
- Teachers to collaboratively develop individual Numeracy Goals with all students that are timely and measureable & provide regular feedback to students. Report progress on goals to parents at parent-teacher interviews

Core Priority: Retention

- Continue to promote and resource a fully supported playgroup on a weekly basis to cater for pre-prep students
- Develop & implement a marketing & promotional strategy
- Continue to implement transition programs with Sandgate District and Bracken Ridge State High Schools.

Core Priority: Attainment

- Continue the Kids Matter agenda - implement and monitor the 'You Can Do It' Program to facilitate students' social & emotional learning

Core priority: Attendance

- Continue to refine the One School electronic roll marking processes
- Continue to monitor & track frequent absentee students
- Continue to explicitly raise the community's awareness of student attendance requirements as per the Every Day Counts strategy

Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

- Continue to engage with and work collectively with our cluster Focus School partners and the Regional Community Participation Officers to progress our EATSIPS agenda
- Continue to progress parent & community engagement with our Indigenous parents (PACE) through support from Kurbingui Community Centre & with Regional Community Partnerships Officer
- Develop & implement Individual Learning Plans for all Indigenous students

School Priority: Community Engagement

- Continue to raise awareness of the benefits of relocating Prep to the Junior School
- Continue to investigate & source funding for required infrastructure
- Continue community awareness raising of the benefits of Kindergarten on the school site

- Continue the Implementation of the school's SEMP agenda and progressing the Stephanie Alexander Kitchen Garden Program
- Continue school facility improvements, including installing wireless bridge points across the whole school, emphasis on the senior school to facilitate digital technologies and makeovers to the eating areas in Junior, Middle & Senior Pods to create aesthetically pleasing & inviting areas for students.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	338	179	159	96%
2013	348	173	175	91%
2014	353	168	185	92%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Sandgate State School is a P - 6 campus located in beautiful Bramble Bay, in the north of Brisbane. The majority of students come from both Sandgate, and the nearby suburb of Deagon. The student population is unique, combining a rich diverse blend of socio-economic and cultural backgrounds. Students are organized in predominately multi-age class groupings. Student enrolment numbers have steadily 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 operates a fully resourced Playgroup for pre-prep students on a weekly basis.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	23	25
Year 4 – Year 7 Primary	25	23	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	26	13	15
Long Suspensions - 6 to 20 days	7	4	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings are:

- *Japanese Language & Cultural Studies in Prep – Year 6 (Japanese under graduate teachers hosted at the school each semester)
- *Explicit focus on social & emotional learning through the Kids Matter framework
- *Sports skills development program
- *Comprehensive Swimming Program twice weekly
- *Social Skills & Values Education
- *Environmental Sustainability Education Program
- *Comprehensive Instrumental Music Programs – Brass, Wind & Strings
- *Developmental & sequential Robotics Program
- *Intra & Interschool Sports program

Extra curricula activities

- *Before & After School Care Program
- *School Based Swimming Club (fully heated pool complex)
- *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
- *Partnerships with local aged-care facilities (students host a concert each term at school with residents bussed in)
- *A Brisbane City Council Active Travel School

How Information and Communication Technologies are used to assist learning

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

Social Climate

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
- *An integrated You Can Do It Social and Emotional Learning Program – Prep-Year 6
- *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, Songs by the Sea
- *A strong emphasis on student / senior citizens engagement through our partnership with the Freemason's Age Care Home with students hosting residents at school each term with musical recitals and concerts
- *An extensive Year 6 transition program with Sandgate District State High School & Bracken Ridge State High School
- *School is a host school for Japanese under graduate teachers twice a year.



Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	94%	93%
this is a good school (S2035)	100%	94%	83%
their child likes being at this school* (S2001)	96%	97%	95%
their child feels safe at this school* (S2002)	92%	100%	95%
their child's learning needs are being met at this school* (S2003)	92%	81%	76%
their child is making good progress at this school* (S2004)	96%	84%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	84%	93%
teachers at this school motivate their child to learn* (S2007)	96%	90%	93%
teachers at this school treat students fairly* (S2008)	96%	83%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
this school works with them to support their child's learning* (S2010)	100%	84%	90%
this school takes parents' opinions seriously* (S2011)	92%	74%	83%
student behaviour is well managed at this school* (S2012)	96%	71%	88%
this school looks for ways to improve* (S2013)	100%	90%	83%
this school is well maintained* (S2014)	92%	84%	90%

2014 continued to see a positive level of satisfaction with the school and its operations by all stakeholders. This was very evident with our parents who feel that they can approach their child's teacher regarding learning and social aspects. Parents stated that their child is getting a good education and that school staff works well with them in a respectful partnership in the best interests of their child. Students also felt that the school was a good school but indicated that they wanted to be able to talk more with their teachers about their concerns. Students articulated that their teachers have high expectations of them and expect them to do their personal best.

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	90%	84%	93%
they like being at their school* (S2036)	83%	92%	96%
they feel safe at their school* (S2037)	90%	90%	95%
their teachers motivate them to learn* (S2038)	87%	97%	96%
their teachers expect them to do their best* (S2039)	98%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	92%	92%
teachers treat students fairly at their school* (S2041)	77%	86%	89%
they can talk to their teachers about their concerns* (S2042)	65%	83%	91%
their school takes students' opinions seriously* (S2043)	81%	84%	91%
student behaviour is well managed at their school* (S2044)	67%	75%	83%
their school looks for ways to improve* (S2045)	94%	92%	93%
their school is well maintained* (S2046)	81%	84%	92%
their school gives them opportunities to do interesting things* (S2047)	88%	90%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		85%	81%
they feel that their school is a safe place in which to work (S2070)		95%	86%
they receive useful feedback about their work at their school (S2071)		55%	49%
students are encouraged to do their best at their school (S2072)		95%	94%
students are treated fairly at their school (S2073)		95%	89%
student behaviour is well managed at their school (S2074)		85%	86%
staff are well supported at their school (S2075)		55%	54%
their school takes staff opinions seriously (S2076)		59%	58%
their school looks for ways to improve (S2077)		89%	72%
their school is well maintained (S2078)		84%	86%
their school gives them opportunities to do interesting things (S2079)		68%	64%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

Involving parents in their child's education

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 or Pod Newsletter 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
- *Music Supporters Group, Sports Supporters Group & Grounds Improvement

Reducing the school's environmental footprint

In 2014 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.

Considerable progress has been made with progressing the school's Kitchen Garden project with the Smith Family brokers supporting the school to establish productive and sustainable partnerships with business and community groups.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	157,088	2,183
2012-2013	146,156	2,504
2013-2014	144,964	6,362

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

Our staff profile

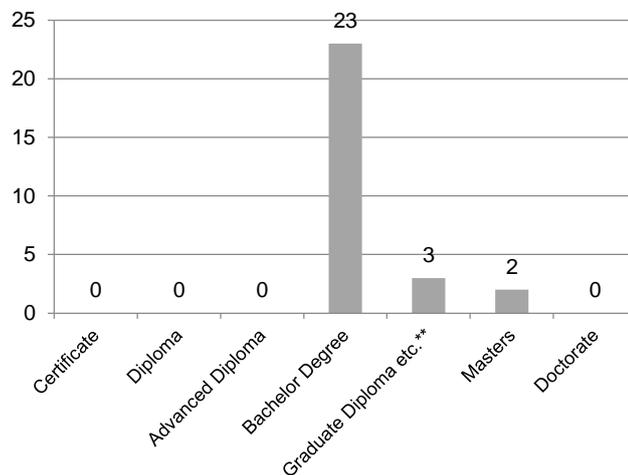
Staff composition, including Indigenous staff

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, however they sometimes feel that the work demands placed on them both at a school and systemic level are challenging. 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.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	28	11	<5
Full-time equivalents	23	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	3
Masters	2
Doctorate	0
Total	28



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 39,750.00

The major professional development initiatives are as follows:

- * Collaborative planning sessions adapting & adopting C2C units
- *National Partnership Coach led target setting sessions for PAT R & Year 3,5&7 NAPLAN targets
- *Coaching and mentoring of teachers around the school's explicit Literacy Block (Fountas & Pinnell model)
- *Peer Coaching Training for POD leaders and Leadership Team members using Jim Knight's Instructional Coaching Methodology
- *Student centred learning / differentiation
- * ICT integration to facilitate eLearning in the C2C units
- *Numeracy activities
- *Writing – all teaching staff participated in extensive PD on the Seven steps Writing Program
- *Key staff trained as Seven Steps to Writing Success Coaches
- *Whole staff participation in mental health & well-being for students – Kids Matter components
- *Admin team & teachers participating in the John Fleming 'Explicit Instruction' model & the Marzano 'Art and Science of Teaching'

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

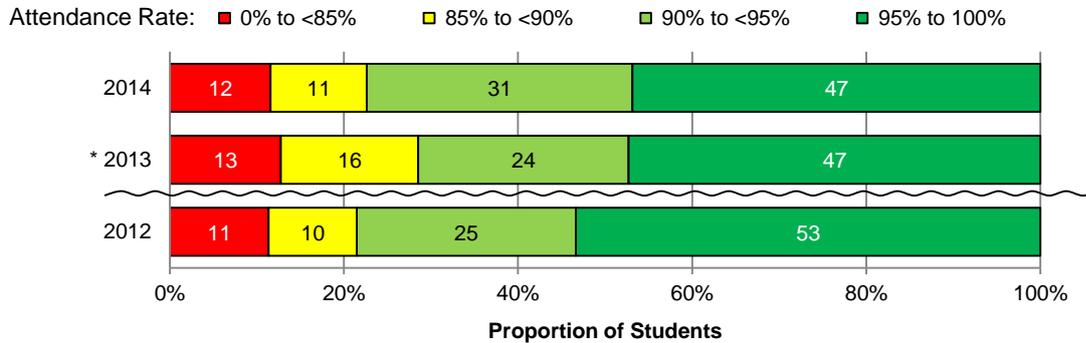
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	93%	92%	95%	95%	95%	93%					
2013	93%	92%	92%	92%	93%	90%	95%					
2014	93%	94%	93%	95%	92%	94%	94%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The systems at Sandgate SS are:

- *Class rolls are marked electronically through OneSchool twice per day – morning & afternoon sessions
- *Administration staff scan daily to ensure all rolls have marked
- *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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘**Find a school**’ text box.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap**Attendance**

School data shows that there is consistently lower attendance in the vital first 2 years of school, Prep & Year 1. This is likely to be having a significant negative influence on long term student outcomes, even though student attendance rates appear to improve after Year 1. School staff will continue to make this a focus area for 2015.

Student Retention

Mobility of Indigenous students attending Sandgate State School appears to be an issue for only a minority of students. Most students have been enrolled at the school from Prep. Trends and causes appear to be outside of the control of the school and supports need to be put in place for students at a system-wide level.

Literacy and Numeracy

The school's focussed literacy & numeracy blocks provide explicit differentiated instruction for all students, which is conducive to the needs of our Indigenous students. A number of our Indigenous students are represented in the top 2 Bands in Reading and Numeracy. 2014 will see a concerted focus across the school on developing our students to be successful writers. Students have been selected to participate in the Solid Pathways Program for more able Indigenous students. All Indigenous students are monitored through an Individual Learning Plan.

