

Sandgate State School

School Review Report



School
Improvement
Unit



Queensland
Government



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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 **Sandgate State School** from **14 to 16 February 2017**.

The report presents 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 report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Garry Lacey	Internal reviewer, SIU
Jenny Hart	Internal reviewer, SIU



1.2 School context

Location:	Rainbow Street, Sandgate
Education region:	Metropolitan Region
Year opened:	1873
Year levels:	Prep to Year 6
Enrolment:	412
Indigenous enrolment percentage:	4.12 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1055
Year principal appointed:	July 2008
Full-time equivalent staff:	20.6
Significant partner schools:	Sandgate State High School
Significant community partnerships:	KidsMatter, Active School Travel (Brisbane City Council)
Significant school programs:	KidsMatter

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, 17 teachers, five teacher aides, master teacher/Head of Curriculum (HOC), two Support Teachers Literacy and Numeracy (STLaN), guidance officer, Students with Disability (SWD) teacher, Business Services Manager (BSM), administration officer, Parents and Citizens' Association (P&C) president and vice president, 13 parents, 17 students and tuckshop/uniform shop convenor.



Partner schools and other educational providers:

- Principal of Sandgate State High School, Director of Sandgate Kids Early Education Nash Street, and Coordinator of Jabiru Kids Outside School Hours Care (OSHC).

Government and departmental representatives:

- Queensland Health Child Youth and Mental Health Services (CYMHS) representative, Councillor for Deagon Ward and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (2016 Semester 2)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	Student Free Day Program (Jan 2017)
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey 2016
Professional learning plan (Shared Practice 2017)	Curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school promotes and maintains an environment reflective of its high expectations for behaviour and student wellbeing.

School routines are orderly and classrooms present as calm learning environments. A strong emphasis is placed on student health and wellbeing. *'KidsMatter'* provides a mental health and wellbeing framework for the school. *'You Can Do It!'* (YCDI) is utilised as a resource to support the social and emotional needs of students.

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.

Teachers demonstrate a high level of enthusiasm to improve their skills in order to effectively support students and improve learning outcomes.

The school has established a pod structure which enables teachers to work in collegial teams for planning of curriculum units, monitoring of implementation timelines and moderation purposes. Pods meet regularly to engage in professional conversations regarding student outcomes and teaching practice. Teachers report they value the opportunity to work with colleagues and view the pod structure as a strength of the school.

In recent years the social demographic of the community has changed significantly.

Student achievement data including Levels of Achievement (LOA), National Assessment Program – Literacy and Numeracy (NAPLAN) and school-based assessments indicates there is a need to deepen the understanding of current trends in the school's data profile to ensure all students are provided with challenging learning experiences enabling them to reach their learning potential. A systematic process to engage staff members in ongoing conversations to determine common agreement regarding the promotion of high expectations across the school is not yet established.

School staff members clearly articulate the belief that reliable data regarding student outcomes is crucial to the school's improvement agenda.

An assessment and reporting plan is developed and supported by a data collection schedule. Pods enable teams of teachers to investigate individual, class and cohort data. The leadership team identifies that a challenge for the school is to better understand the importance of alignment of student achievement data between LOA (A-E), NAPLAN and other school assessment data.



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 half a day each term. The HOC reports 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.

The principal, staff and community members are united and committed to improving the learning outcomes for all students.

The Explicit Improvement Agenda (EIA) is focused on the targeted teaching of reading and writing and the embedding of the '*KidsMatter*' agenda across the school. Processes for systematically monitoring progress towards published school targets and evaluating strategies for effectiveness is a process in the early stages of development through the school's pod structure. The leadership team is aware that further time is required to embed this practice.

Processes are established for the collection and analysis of school-wide data.

Curriculum leaders assist teachers in using data to group students within pods for explicit, uninterrupted reading blocks. Teaching staff members can articulate year level reading benchmarks with some staff members able to identify implications for their teaching. Staff members' comments indicate that there is an identified need to strengthen their data literacy skills to enable a deeper understanding of how to use data to inform differentiated teaching practice and support the operation of and professional growth within pods.

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.



2.2 Key improvement strategies

Engage all staff members in ongoing conversations to determine common agreement regarding strategies to promote high expectations across the school.

Collaboratively investigate the relationship between LOA, systemic and other school-wide assessment data to ensure alignment of outcomes against agreed standards.

Develop rigorous monitoring and review processes for curriculum units and ensure adjustments to curriculum programs and assessments tasks are quality assured to maintain the intent and rigour of the Australian Curriculum (AC).

Regularly monitor the implementation of the EIA against established targets through the school's pod structure.

Engage all teaching staff members in ongoing Professional Development (PD) to ensure their data literacy skills enable a deeper understandings of data to better inform differentiated teaching practices.