

# Sandgate State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Sandgate State School acknowledges the shared lands of the Turrbal people of the Turrbal language region.

### About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	389
Aboriginal students and Torres Strait Islander students	4.7%
Students with disability	21.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1062

### About the review

 3 reviewers from 27 to 29 May 2025	 159 participants	 42 school staff
 78 students	 29 parents and carers	 10 community members and stakeholders

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Collaboratively review and communicate staff roles, responsibilities and accountabilities to empower staff in driving and monitoring improvement priorities.

**Domain 6: Leading systematic curriculum implementation**  
Broaden collaborative curriculum planning opportunities to strengthen leaders' and teachers' understanding of, and effectively implement, all areas of the Australian Curriculum.

**Domain 2: Analysing and discussing data**  
Systematically enact professional learning opportunities for engaging staff in discussing and analysing data to build their capability in using data for monitoring learning and informing teaching practice.

**Domain 7: Differentiating teaching and learning**  
Broaden opportunities for building staff capability in differentiating teaching and learning that align processes and practices to ensure supports for students are planned, systematically enacted and monitored for impact.

### Key affirmations



**Parents describe how caring relationships between students, parents and staff fosters a welcoming and positive environment.**

Staff, parents and community members express their commitment to the school and its students. They emphasise the importance of positive caring relationships in building student success. Many parents speak of the support for their child from staff. Many parents and community members speak with pride of the recent 150-year school celebrations. They value their connection to the school and reference the large number of students with intergenerational connections to the school.



**Staff emphasise they are committed to working cohesively to focus on improving student learning.**

Staff members highlight a focus on building strong, collegial relationships within and across year level teams, exemplifying a collaborative and supportive approach. They work in professional learning teams, which provide further opportunities for them to collaboratively plan learning experiences for all students. Teachers describe a collegial and professional environment with colleagues willing to share and support knowledge and resources and engage in collaborative curriculum planning that enhances student outcomes.



**Leaders and staff articulate how implementing the school's approach to inclusion enhances student support.**

Leaders describe a school-wide intention and commitment to implementing an inclusive education approach and differentiated teaching and learning. Teachers comment positively on the design of support services to provide additional in-class resources that enhance the effective support of students with additional learning needs. They recognise that implementing a range of evidence-informed practices contribute to extending high-achieving students. Staff express the desire to further develop the whole-school approach to differentiated teaching and learning.



**Students articulate their learning goals and identify strategies that support them to achieve their goals and be successful in their learning.**

Leaders, teachers and students describe learning goals are included in classroom practice across the school. They emphasise how learning walls are used in classrooms to support student engagement. Teachers explain these have a positive impact on student learning. Students highlight how they use learning walls and learning goals to help them understand how to improve their learning.