

Sandy Strait State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Sandy Strait State School** from **19 to 21 July 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 that prioritise future directions for improvement.

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 (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Jennie Vanderjagt	Peer reviewer
Ian Hall	External reviewer



1.2 School context

Location:	Robert Street, Urangan
Education region:	North Coast Region
Year opened:	1995
Year levels:	Prep to Year 6
Enrolment:	672
Indigenous enrolment percentage:	14 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	959
Year principal appointed:	July 2016
Full-time equivalent staff:	53
Significant partner schools:	Urangan State High School
Significant community partnerships:	Police-Citizens Youth Club (PCYC), Indigenous community, Helping Hands Outside School Hours Care (OSHC)
Significant school programs:	Word Study, Reading and Mathematics programs, You Can Do It! (YCDI)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), master teacher, 25 classroom teachers, guidance officer, four support teachers – literacy, support teacher – numeracy, three Special Education Program (SEP) teachers, teacher librarian, Health and Physical Education (HPE) teacher, music teacher, 10 teacher aides, Parents and Citizens' Association (P&C) president, two P&C members, tuckshop convenor, school chaplain, Indigenous Liaison Officer (ILO), Business Services Manager (BSM), two administration officers, schools officer, 24 parents and 84 students.

Community and business groups:

- We Care 2 volunteer.

Partner schools and other educational providers:

- Principal of feeder school and coordinator Outside School Hours Care (OSHC) program.

Government and departmental representatives:

- 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 (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Whole school reading plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Whole school curriculum framework	



2. Executive summary

2.1 Key findings

Staff members, students and parents speak positively of the school culture and learning environment.

The tone of the school is welcoming. Parents value the fact that their child is happy to come to school and feels safe at school. The School Opinion Survey (SOS) results for 2016 affirm that 100.0 per cent of parents and carers report that their child likes being at this school and that teachers at this school expect students to do their best. These opinions are reflected through conversations with parents during the review process.

The leadership team facilitates the development of a culture of collegiality and collaboration between staff members.

Practices are developing to encourage a school-wide, shared responsibility for student learning and success. All staff members discuss their work performance in a formal process with a member of the leadership team. Annual Performance Develop Plans (APDP) align staff Professional Development (PD) to the school improvement priorities and are a focus for improving teacher expertise. The expertise of school leaders and other staff members is utilised to support teachers achieve their identified learning goals. A range of professional learning experiences is implemented to address the individual learning needs of staff members.

The school leadership team demonstrates a commitment to developing a whole-school approach to support student learning and wellbeing.

The Special Education Program (SEP) supports students across the school utilising a full withdrawal process for most students with disability. Students attending the SEP have Individual Curriculum Plans (ICP) that are tailored to meet their needs. Parents of these students are involved in developing their child's ICP and are informed of learning progress. The principal and Head of Special Education Services (HOSES) recognise the need to develop a whole-school approach to ensure systems and practices genuinely support a more inclusive model for students with disability so they can participate and engage in teaching and learning alongside their same age peers.

The focus for the school's Explicit Improvement Agenda (EIA) for 2017 is enhancing student learning in numeracy and reading.

There is a commonly agreed goal that all students will achieve a year's growth in numeracy and reading for a year's input of teaching. School leaders have developed a comprehensive range of strategies to support classroom teachers in engaging with this improvement agenda, with genuine commitment apparent from all staff members to implementing this agenda. It is apparent that further time is required for teachers to embed the teaching practices aligned to the school's priorities, continue to use data to inform their practices and monitor progress over time.



The leadership team views regular reliable data regarding student outcomes, behaviour and attendance as essential for their effective leadership of the school.

A systematic plan for the collection of data is developed. Target meetings provide the opportunity for teachers to discuss achievement data of students with members of the leadership team. Many teachers state that this is a valuable practice as it provides an opportunity to reflect on their teaching. This process is being utilised to build a culture of self-evaluation and reflection across the school that enables deeper discussions of data and monitors progress over time.

The school's leadership team and teaching staff members express a commitment to implementing curriculum relating to the learning areas aligned to the Australian Curriculum (AC).

Teachers are provided with curriculum planning time each term whereby they collaboratively plan mathematics and English units aligned to the AC with the support of school leaders. The leadership team expresses a desire to continue the process of developing curriculum units adapted from the Curriculum into the Classroom (C2C) resource, in other learning areas, to ensure strong alignment with the rigour and intent of the AC. Regular monitoring of the enacted curriculum through end of unit review processes is yet to be established to celebrate successes, identify areas for improvement and record changes for future unit implementation.

The school values parents as partners in their child's learning.

The leadership team articulates that events celebrating student achievement are well patronised by parents and carers. The school is seeking to further connect with parents through social media, school celebrations, annual events, the newsletter and the school website. Parents and carers are offered opportunities to participate in parent teacher interviews twice per year. A high level of parent engagement in these opportunities is not yet apparent. The school's Parents and Citizens' Association (P&C) is working with the principal to encourage greater parent involvement in the school so that parents can be strong partners in their child's education and the life of the school.

Parents express the view that the professionalism and dedication of staff members are valued within the community.

A strong collegial culture is demonstrated in mutually respectful relationships between staff members. All staff members value the support provided by the leadership team and their colleagues. The leadership team places a high priority on supporting the wellbeing of all staff members and works alongside them in the teaching and learning process. All staff members are dedicated to supporting the learning, and social and emotional development of students.



2.2 Key improvement strategies

Develop a whole-school approach to genuinely support a more inclusive model for students with disability and other students with diverse needs.

Continue to support teachers to embed agreed teaching practices aligned to the EIA, use data to monitor the effectiveness of their efforts and measure success against school targets.

Continue to build a culture of self-evaluation and reflection that enables deeper discussions of data and monitors progress overtime.

Continue to develop and adapt curriculum units aligned to the AC that are quality assured for balance and coverage against content descriptions and achievement standards.

Provide opportunities for parents and carers to be genuine partners in their child's education and the life of the school.