

Sandy Strait State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Sandy Strait State School** from **31 August** to **2 September 2021**.

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 implement 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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

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|------------|---------------------------------------|
| Brad Clark | Internal reviewer, EIB (review chair) |
| Sue Clark | Peer reviewer |
| Jo Diessel | External reviewer |



1.2 School context

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|--|--|---------------|
| Location: | Robert Street, Urangan | |
| Education region: | North Coast Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 697 | |
| Indigenous enrolment percentage: | 12.3 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 5.8 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 14.7 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 969 | |
| Year principal appointed: | Term 3, 2021 – acting | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Services Manager (BSM), Head of Department – Curriculum (HOD-C), Head of Inclusive Education (HoIE), three intensive intervention teachers, three focused intervention teachers, Speech Language Pathologist (SLP), Community Education Counsellor (CEC), two KindyLinQ team members, two cleaners, facilities officer, tuckshop convenor, guidance officer, two office staff, 30 teachers, six teacher aides, 52 students and 25 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) executive, Condry Park Kindergarten and Busy Bees Kindergarten.

Partner schools and other educational providers:

- Principal Urangan State High School

Government and departmental representatives:

- Deputy Mayor Fraser Coast Regional Council, State Member for Hervey Bay and Lead Principal/previous school principal.

1.4 Supporting documentary evidence

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| Annual Implementation Plan 2021 | SSSS Student Code of Conduct 2020-2025 |
| Investing for Success 2021 | Strategic Plan 2018-2021 |
| School budget overview | School Data Profile (Semester 1 2021) |
| OneSchool | Headline Indicators (October 2020 release) |
| Professional learning plan 2021 | Curriculum planning documents |
| School improvement targets | Professional development plans |
| School data plan 2021 | School newsletters and website |
| School Opinion Survey 2019 | SSSS SharePoint Overview |
| Intentional Collaboration OneNote | Enrolment Video |
| Sandy Strait Data Overview | SSSS Moderation Processes |
| Referral to Student Support Team (SST) process | Curriculum Assessment and Reporting Framework (CARF) House |
| Every Student with a Disability Succeeding Plan 2021-2025 | SSSS Case Management Meeting Protocols and Structures |
| School based curriculum, assessment and reporting framework | |



2. Executive summary

2.1 Key findings

A culture of belonging, community and celebration is clearly apparent across the school.

Parents and students indicate that the school has a positive and welcoming environment. The tone of the school is calm and friendly, and reflects a commitment to successful learning. Teachers express enjoyment with working at the school. Staff articulate an understanding of the importance of positive and caring relationships as essential to successful learning and work to build mutually respectful relationships across the school community. Parents indicate valuing the commitment and support of school staff in fostering a positive learning culture.

The school has effective transition strategies for pre-Prep to kindergarten, and from kindergarten to Prep.

KindyLinQ staff are active partners in facilitating transitions between these groups and work with parents to identify children's needs and provide supports that assist parent decision making and actions. Parents comment that the school's KindyLinQ program is warm, friendly and supportive, and provides opportunities for them to build connections with each other as well as members of the school community. Parents new to the school articulate KindyLinQ is assisting them to feel part of the local community and provides them with opportunities to work with their child in an educational setting supported by the local community.

The leadership team recognises the importance of evidence-based pedagogical practices.

The leadership team articulates an aim to give teachers pedagogical autonomy and encourage staff to engage in self-reflective practice. This approach sees a range of pedagogical practices and teaching approaches deployed across the school. Some teachers and the leadership team highlight the need for greater consistency of pedagogical practices, expectations and a more unified approach to teaching and learning.

The school has a clearly documented whole-school plan for curriculum delivery.

The whole-school plan makes clear what is to be taught and when, with teacher decision making, linked to a range of research perspectives determining pedagogy in the classroom. A Head of Department – Curriculum (HOD-C) was appointed at the start of 2021. This appointment has informed alignment of the school's curriculum plan linked to assessment and reporting strategies. The HOD-C is building upon the work the school has undertaken since the previous review. Teachers indicate that a shared understanding regarding alignment between curriculum, pedagogy and assessment continues to develop.



School leaders acknowledge the importance of ensuring all staff members are supported in their capability development.

The leadership team shares a desire to expand the range of high-yield strategies across the school. The ability of staff to engage in reflection in relation to their implementation of high-yield strategies is emerging as the school aims to develop and define these. Some staff share the importance of meaningful and timely professional feedback. A collegial engagement framework, developed in collaboration with staff members, identifies principles to support teachers to reflect on and build on their teaching practice. The document outlines agreed-upon observation, learning walks and talks, modelled lessons and coaching protocols. Currently, a formal practice of observation and feedback, aligned to the school's teaching and learning priorities, is yet to be enacted.

The leadership team places a strong emphasis on supporting reading through the provision of intensive and focused intervention.

Staff acknowledge that there are a number of different reading pedagogical practices that are implemented across different year levels. A school-wide understanding and shared ownership of the school's planned approach to the teaching and assessment of reading is emerging and viewed as a priority by some staff members.

The leadership team and staff are committed to an inclusive culture to maximise the engagement, learning and outcomes for the full range of students.

The school has established a case management process for lifting the achievement of students. Teachers set individual goals and provide feedback to those students identified in case management. Some teachers share the use of learning goals for all students in their class to assist students to improve their performance and reflect on their progress. Focused and intensive intervention programs are provided across the school to meet the needs of the diverse range of learners. A Student Support Team (SST) meets fortnightly to consider the support and intervention needs of individual students. Members of this team are available to support students and parents.

Staff members articulate feeling supported by the leadership team.

Staff articulate that they are committed to the school's Explicit Improvement Agenda (EIA). Staff comment that there are high levels of trust and collegial support within year level teams. Teaching staff detail this sense of trust is built through the collaborative work of the Professional Learning Communities (PLC). They display dedication and are supportive of opportunities to work together to improve the learning, social and emotional needs of students across the school.



2.2 Key improvement strategies

Collaboratively develop shared understandings of expected whole-school approaches aligned to the EIA.

Ensure all staff have access to comprehensive professional learning in order to build knowledge, understanding and application of the Australian Curriculum (AC).

Expand the school's evidence-based high-yield strategies, including the implementation of observation and feedback cycles to support teacher understanding.

Collaboratively embed a research-based whole-school cohesive approach to the teaching and monitoring of reading.