

Sandgate District State High School

Executive Summary



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 District State High School** from **6 to 9 March 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 (ARD) 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

James Baker	Internal reviewer, SIU (review chair)
Kay Louwrens	Peer reviewer
John Thornberry	Peer reviewer
Rob Gilbert	External reviewer



1.2 School context

Location:	Braun Street, Deagon
Education region:	Metropolitan Region
Year opened:	1959
Year levels:	Year 7 to Year 12
Enrolment:	1093
Indigenous enrolment percentage:	8 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	2016
Full-time equivalent staff:	84.35
Significant partner schools:	Sandgate State School, Shorncliffe State School
Significant community partnerships:	Yamaha, Technical and Further Education (TAFE) Queensland SkillsTech, HART Sport, Sandgate & Districts Chamber of Commerce, Australian Catholic University (ACU), Cut Price Racing, Northside Marine, Bay Honda, Biscourt, Australian Football League Queensland (AFLQ)
Significant school programs:	Athlete development program, Queensland Academy of Sport, Shark Products, Sandgate Trade Skills Academy, Queensland University of Technology (QUT) Start Program, Broncos mentoring program.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, 78 teachers including Heads of Department (HOD), Business Services Manager (BSM), two schools officers, two cleaners, four teacher aides, three administration officers, Community Education Counsellor (CEC) and guidance officer.

Community and business groups:

- School-based youth health nurse, school-based police officer, school chaplain, tuckshop convenor and assistants, and parents.

Government and departmental representatives:

- ARD and Regional Indigenous Support Officer.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Year 11 – 12 Senior Curriculum Extract
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 2, 2016)	School Data Profile (31/10/2016)
OneSchool	School budget overview
Professional development plan 2016-17	Curriculum planning documents
School improvement targets	Parent/Student Handbook
School Literacy Plan 2014 - 17	Curriculum Handbook Year 10 2017
Responsible Behaviour Plan	School newsletters and website
Junior Secondary Curriculum Handbook Year 9 2017	School Opinion Survey



2. Executive summary

2.1 Key findings

The culture of the school is viewed as a significant strength by parents, staff members and students.

The school environment and relationships are orderly, safe, respectful and tolerant. Students and parents comment positively on the school's reputation, the range and quality of its offerings and the approachability of staff members.

The school's mission of '*Expanding Horizons*' for students is reflected by the school's extensive engagement with and participation in the wider community.

School leaders embrace the school mission and actively pursue, build and sustain strategic partnerships of mutual benefit. Staff members and parents indicate that these partnerships deliver a range of benefits to the social wellbeing and learning opportunities for students.

The school leadership team and staff members are committed to driving an Explicit Improvement Agenda (EIA) to improving the learning outcomes of all students in the school.

School improvement priorities in the 2017 Annual Implementation Plan (AIP) are improving literacy performance, knowing every student, and staff literacy knowledge development. Communication of the actions and strategies within the improvement agenda across the broader school community can be further strengthened. A strategic planning document to assist in clarifying key drivers of school priorities is yet to be developed.

The principal and deputy principals are committed to developing and implementing processes for the systematic collection and analysis of school-wide data for the purposes of continuous improvement.

There is evidence of informal collegial discussions within faculties and with Heads of Department (HOD) regarding individual student performance, behaviour and engagement. Discussions regarding student progress over time and reflection on the effectiveness of intervention strategies are emerging practices.

There is a diverse range of curriculum offerings catering to student needs.

Work is progressing to align curriculum with Australian Curriculum (AC) standards. Unit development is increasingly based on the AC with the Curriculum into the Classroom (C2C) materials providing resources for teaching and assessment. In some faculties the development of programs from the AC is yet to be fully implemented.



The school has a common approach to pedagogy based on Marzano's¹ Dimensions of Learning (DOL) framework.

Aspects of DOL are being implemented in classrooms. There is an expectation that DOL is incorporated into curriculum planning and this is apparent in classroom practices. A school-wide pedagogical framework to facilitate more consistent teaching and learning practices in every classroom is yet to be developed.

The school leadership team views the development of staff members into an expert learning and teaching team as critical for improving outcomes for all students.

A high degree of commitment by staff members to continually improve teaching practice exists. Professional learning for staff members is a significant activity within the school and all teaching staff members complete an Annual Performance Development Plan (APDP). A whole-school professional learning plan aligned to the school priorities is yet to be developed.

Teaching staff members readily share ideas, resources and strategies for differentiation to cater for the range of student learning needs.

There is variable use of a broad range of differentiation strategies across the school. Students are extended in a variety of ways including additional opportunities for research and design activities, and higher order thinking strategies. Individual Curriculum Plans (ICP) are developed for students with a verified disability who are accessing curriculum more than one year below their peers.

¹ Marzano, R. J., Pickering, D., Arredondo, D. E., Blackburn, G. J., Brandt, R. S., & Moffett, C. A. (1992). *Dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.



2.2 Key improvement strategies

Develop a strategic planning document to provide a sharper focus on school priorities.

Develop a whole-school data plan to support the systematic collection, analysis and communication of school and student performance data.

Develop a whole-school curriculum, assessment and reporting plan aligned to the AC and responsive to local needs.

Develop a pedagogical framework that gives clear direction to the school's expectations regarding teaching and learning practices.

Develop a professional learning plan in which the APDP and the capability development needs of staff members align to school priorities.