

Sandgate District State High 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 **Sandgate District State High School** from **21 to 24 June 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 Assistant Regional Director (ARD) 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

Wayne Troyahn	Internal reviewer, EIB (review chair)
Jane Grieger	Peer reviewer
John Thornberry	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Braun Street, Deagon	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1143	
Indigenous enrolment percentage:	6.4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	23.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1003	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 11 Heads of Department (HOD), Head of Special Education Services (HOSES), Business Manager (BM), 64 teachers, two guidance officers, six year level coordinators, Positive Behaviour for Learning (PBL) coordinator, Responsible Thinking Classroom (RTC) coordinator, Shark Shed leader, student support team – chaplain, Youth Support Coordinator (YSC) and School Based Youth Health Nurse (SBYHN), seven office staff, two computer technicians, canteen coordinator, two canteen staff, grounds officer, facilities officer, six teacher aides, eight cleaners, four school captains, 15 senior student leaders, 26 junior student leaders, eight Athlete Development Program (ADP) students, six junior sports students, seventeen Your Personal Development (YPD) program students, 11 Academic Edge students, 40 students, Parents and Citizens' Association (P&C) president and 11 parents.

Community and business groups:

- Queensland University of Technology (QUT), Formula Student, Jabiru and Metropolitan North Behaviour Support Group.

Partner schools and other educational providers:

- Aviation State High School principal and Bracken Ridge State High School principal.

Government and departmental representatives:

- State member for Sandgate, Councillor for Deagon Ward Brisbane City Council and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2021	SORD
Investing for Success 2021	Strategic Improvement Plan 2018 – 2021
OneSchool	School improvement targets
Professional development plan	Whole School Curriculum Plan
Curriculum Review Documents	2020 – 2023 Student Code of Conduct
Professional Learning Team Planning	Consistent Teaching Practice Guide
2021 School data plan	Student Engagement Presentation
2019 School Opinion Survey	Write That Essay Support Materials
School budget overview	School newsletters, website, Facebook Page
Headline Indicators (October 2020 and April 2021 releases)	School Data Profile (Semester 1 2021, Semester 1 and Semester 2 2020 releases)
PBL Analysis – Implementation Core Actions Overview	



2. Executive summary

2.1 Key findings

The school has established community partnerships that focus on enhancing student learning experiences.

The school engages with multiple universities to deliver career advice and post-school options for senior students. A number of local businesses engage with the school in supporting work experience and School-based Apprenticeships and Traineeships (SATs). Parents articulate that they are aware of numerous avenues for students to pursue a pathway after school.

The leadership team understands the importance of developing staff into an expert teaching team.

Teachers speak of the depth of collaboration and collegial support within their faculties. Teachers consistently refer to, and provide examples of, collegial professional behaviours to support colleagues, and how they work cooperatively and collaboratively to share understandings of student needs, progress, assessment and reporting standards. Professional Learning Teams (PLT) were initiated this year with the intention of engaging teachers in collaborative professional learning. Teaching staff were asked to choose from eight options: Positive Behaviour for Learning (PBL), Consistent Teaching Practice, Information Technology Enhancement, Writing, Differentiation and Inclusion, Autism Spectrum Disorder (ASD) Friendly School, School Review and B.A.S.E. cluster. These focus areas align with the school's improvement agenda. PLTs meet at least twice per term after school for an hour. Many teachers speak positively of the opportunity for intentional collaboration with colleagues.

Since the last school review the principal has led the development of a Strategic Improvement Plan document to provide a sharper focus on school priorities.

The 2018 – 2021 Strategic Improvement Plan has been enacted in guiding the school's directions over the past four years. Some Heads of Department (HOD) and teachers express a degree of uncertainty regarding how school strategic decisions are reached. They express a desire to be more involved in the decision making to support ownership by all stakeholder groups. The principal acknowledges the need for a shared process to develop a new Strategic Improvement Plan guided by the current school review.

School leaders articulate that the school values are widely published.

Staff indicate a desire for communication of clear direction of school priorities. Staff members express the belief that improvement in communication would enhance the implementation of school initiatives. Staff indicate the roles, responsibilities and accountabilities of leaders, teachers and support staff require further clarification and communication.



Staff express the importance of building positive relationships with students.

Teachers articulate ways of creating safe and supportive classroom environments for all students. Some structures are established for students, staff and parents who require social and emotional support. Students consistently articulate that they accept and value diversity. Students identify that events such as Diversity Day are important in promoting a culture of inclusivity. Many staff and students acknowledge a need to embed consistent practices that underpin policies encouraging greater inclusion and understanding of cultural and gender diversity. Some students express the belief that support services could be more accessible.

The principal articulates the intention to collaboratively review and refine the school's pedagogical framework.

Dimensions of Learning (DOL) was previously adopted as the school's pedagogical framework. Staff members describe a gradual lessening of focus on the DOL pedagogical framework in the past few years. Some teachers express the view that classrooms across the campus are quite autonomous. There is a frequently expressed view that the active promotion of varied evidenced-based teaching strategies occurs to varying degrees within faculties. Many teachers express enthusiasm for developing a set of agreed signature practices to be implemented in every classroom.

There is a school belief that research-validated pedagogy, implemented with consistency across the school and supported by instructional leadership, is crucial for improving student performance.

School leaders and teachers acknowledge that Quality Assurance (QA) processes to support a school-wide implementation of agreed pedagogical practices are no longer in place. The PLT on Consistent Teaching Practices is presently investigating some collegial practices through observation of colleagues who are willing to share their practice or receive feedback on specific focus areas. Many teachers acknowledge the value of ongoing formal observation and feedback by a school leader to an individual teacher in providing both support and QA for the implementation of the school's agreed pedagogical practices.

The school has developed and is implementing a whole-school curriculum plan that documents what is to be taught and when.

This curriculum plan is aligned to the Australian Curriculum (AC) and is designed to be responsive to local needs. The plan outlines a sequenced overview for curriculum delivery in Year 7 to Year 10. The principal outlines how the plan follows the Department of Education (DoE) P-12 curriculum, assessment and reporting framework (P-12 CARF). The curriculum plan outlines the time allocations required to meet AC standards. The principal outlines the school's curriculum focus on the teaching of writing and its support for the general curriculum. This was identified as an area of need based on an analysis of data including National Assessment Program – Literacy and Numeracy (NAPLAN). Teachers praise this school direction and comment on the success of the program. Most teachers confidently describe how they implement Write that Essay (WTE) activities.



School leaders recognise that the systematic analysis, monitoring, tracking and sharing of student academic, attendance and engagement data are essential to inform success within strategic objectives.

At a faculty level the use of data to review student achievement is a common practice. There is a range of different strategies apparent across the school in relation to the data collected and the process by which it is reviewed by teachers. The use of a class data placemat to identify differentiation strategies catering for the needs of every student has been implemented in the junior school this year. Many teachers articulate the use of the differentiation placemat or class dashboard to reflect on teaching practices early in the school year.

Students requiring additional learning support are catered for in a range of support and intervention programs across the junior school.

Learning and assessment tasks are adjusted to cater for the learning needs of students in support classes. Literacy support is provided through intensive teaching of key literacy concepts related to the work students are undertaking in classes. Learning support teacher aides provide additional intensive support for students through the MultiLit program and Pre-Teach program. Small groups of students work with teacher aides to complete the Cogmed program that helps develop working memory.



2.2 Key improvement strategies

Implement collaborative practices to support input by all stakeholders in school decision making and enhance ownership of the school's strategic direction.

Collaboratively develop clear, consistent processes to implement school priorities that are communicated effectively to staff, students and the community.

Develop a strategic approach to student support and wellbeing through the student support team to take clear actions to ensure every member of the community is valued, respected and feels included.

Collaboratively develop a consistent set of agreed signature pedagogical practices that give clear direction to teachers in relation to the school's expectations regarding teaching and learning practices.

Collaboratively develop and implement QA processes, including observation and feedback from school leaders to each teacher, to promote consistency and rigour in teaching and learning practices.