

Sarina 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 School Improvement Unit (SIU) at **Sarina State School** from **27 to 29 March 2019**.

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.

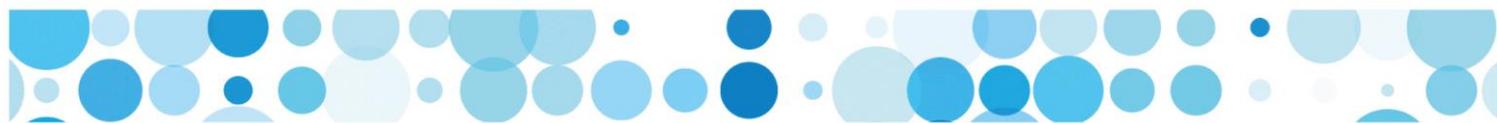
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

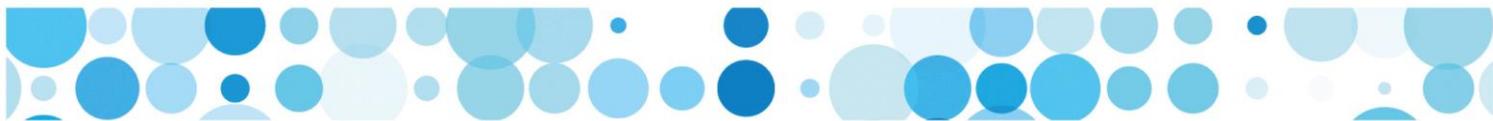
1.1 Review team

Tracey Chappell	Internal reviewer, SIU (review chair)
Roger Sheehan	Peer reviewer
John Enright	External reviewer



1.2 School context

Location:	Broad Street, Sarina
Education region:	Central Queensland Region
Year opened:	1897
Year levels:	Prep to Year 6
Enrolment:	447
Indigenous enrolment percentage:	22.8 per cent
Students with disability enrolment percentage:	5 per cent – verified 19 per cent – Disability Discrimination Act (DDA) criteria
Index of Community Socio-Educational Advantage (ICSEA) value:	915
Year principal appointed:	2017
Day 8 Staffing teacher full-time equivalent numbers (FTE):	30.8
Significant partner schools:	Sarina State High School, Alligator Creek State School, Koumala State School
Significant community partnerships:	Sarina Crèche and Kindergarten (C&K), Mudth-Niyleta Aboriginal and Torres Strait Islander Corporation – Miller House
Significant school programs:	Numeracy team, writing team, before school reading, sports teams in community competitions, reading rewards, Kookaburra Badges



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Head of Curriculum (HOC), Business Manager (BM), 24 teachers, 12 teacher aides, facilities officer, administrative officer, chaplain, 23 parents and 80 students.

Community and business groups:

- Director Grandma's Place, Mudth Niyleta Miller House, Sarina C&K and Sarina District Chaplaincy committee member.

Partner schools and other educational providers:

- Principal Alligator Creek State School, principal Sarina State High School and ARD.

1.4 Supporting documentary evidence

School Opinion Survey	Responsible Behaviour Plan for Students
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (2018 release)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
School newsletters and website	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Annual Implementation Plan 2018 and 2019	School based curriculum, assessment and reporting framework
School data plan	



2. Executive summary

2.1 Key findings

The principal, leadership team and teachers express a strong belief that every student is capable of learning and succeeding.

The school tone is welcoming and reflects a school-wide commitment to purposeful, successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. Staff members articulate that parents and caregivers are valued as the child's first educator and that learning is a partnership based on quality relationships between home, school and community.

The school has an explicit, coherent and sequenced plan for curriculum delivery.

The curriculum plan is a detailed and comprehensive document that provides extensive information and support for teachers. The curriculum plan aligns the work of the classroom teacher with school and system priorities. This information is presented with the user in mind and enables teachers to focus their time and energy on teaching and learning. This work is exemplary and sharing it with schools at state and regional conferences is being considered.

The principal, school leaders and Parents and Citizens' Association (P&C) are united and committed to the school priorities.

School priorities include community engagement, embedded curriculum, student support and engagement, and staff development and support. Each priority area has a set of targets embedded within the 2019 Annual Implementation Plan (AIP). School leaders articulate a strong focus on improving learning outcomes for all students through the priority areas. Leaders recognise the priority areas need to be more explicit and precise in order to build consistency of practice across the school.

Teachers and school leaders identify highly effective teaching as the key to improving student learning throughout the school.

The leadership team acknowledges that the school is currently transitioning from the current observation and feedback schedule to a 'learning walk' format. This initiative is facilitated by the deputy principal and is currently being trialled with a small number of teachers, including engaging with other schools. There is yet to be a formalised and consistent approach to observation and feedback within the school.

There are extensive and explicit school-wide programs and approaches for students requiring additional support.

This includes students with disability, learning needs and those facing disadvantage. Many staff provide individual and incidental support for students' wellbeing and care. A formalised and systematic approach for engaging transient students when they enrol at the school and those with high levels of absenteeism is yet to be developed. This includes identifying and addressing their wellbeing needs.



Data walls are implemented in most classrooms to track student progress including sight words, reading, mathematics and behaviour.

Parents have access to this information at parent teacher interviews held twice per year and are able to view these data walls. Students across the school are able to articulate reading and mathematics learning goals and how these goals assist them to learn. There is yet to be a consistent approach to utilising data as a starting point for learning and for engagement with data walls including monitoring student progress over time.

Local early education providers participate in transition activities with the school.

The school and local early education providers are committed to strengthening their partnerships to improve successful transitions through alignment of learning opportunities and activities. The school participates in the regional Early Years Network. Available transition statements are utilised by the school as part of a suite of information to identify starting points for Prep students. Transition aligned to the learning needs of students is yet to be fully developed.

Inclusive education practices at the school genuinely support a welcoming and inclusive approach.

This includes students with disability and other students with diverse needs within the classroom setting. The Head of Special Education Services (HOSES) leads the collaborative development of Individual Curriculum Plans (ICP) that includes input from classroom teachers, specialist staff and parents. The school promotes and maintains positive relationships with families of students with disability. Parents identify the strong partnerships with teachers and the school's support for their child's developmental needs.

All classrooms are inviting learning spaces with displays of student work that align to the current curriculum work of students.

A range of artefacts and posters are utilised in all classrooms to support a range of teaching strategies to engage and challenge students within a safe learning environment. Staff members articulate an understanding of the importance of respectful relationships as essential to successful learning. Staff build these relationships across the school community in a range of ways including the use of the ClassDojo app. Staff, students and parents articulate that interactions between all stakeholders are caring, polite and inclusive.



2.2 Key improvement strategies

Collaboratively develop and communicate an Explicit Improvement Agenda (EIA) that includes precise school-wide targets to ensure consistency of practice is embedded across the school, incorporating Quality Assurance (QA) processes.

Implement a formal, systematic process for observation and feedback for staff aligned to the school's EIA.

Collaboratively develop a formalised and consistent approach for engaging students with high levels of absenteeism and for transient students when they enter the school.

Provide professional learning opportunities for staff to refine and develop data literacy skills to enable deeper and more consistent understanding of data and its impact on planning, teaching and learning.

Implement systems and process in consultation with early education providers to enhance successful implementation of transition for students entering Prep.