

Sarina State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Sarina State School** from **12 to 14 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle.. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

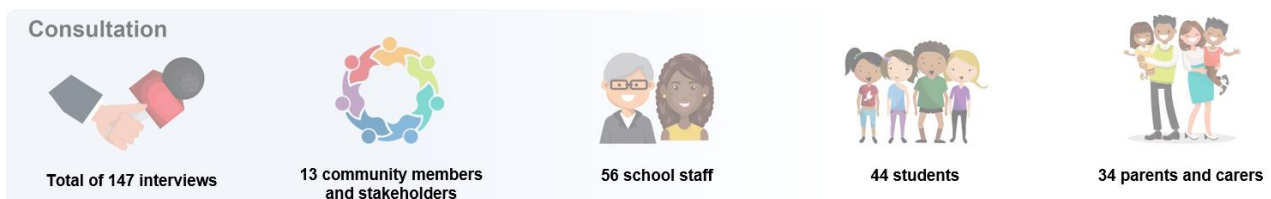
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Louise Wilkinson	Internal Reviewer, SRR (review chair)
Chris McMillan	Peer Reviewer
Andrew Helton	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Yuwi We acknowledge the shared lands of the Yuwi nation and the Yuwibura people of the Yuwi language region.
Education region:	Central Queensland Region
Year levels:	Prep to Year 6
Enrolment:	406
Indigenous enrolment percentage:	30.9%
Students with disability percentage:	23%
Index of Community Socio-Educational Advantage (ICSEA) value:	900

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **27 to 29 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 915 and the school enrolment was 447 with an Indigenous enrolment of 22.8% and a student with disability enrolment of 19%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 1)
- Implement a formal, systematic process for observation and feedback for staff aligned to the school's EIA. (Domain 8)
- Collaboratively develop a formalised and consistent approach for engaging students with high levels of absenteeism and for transient students when they enter the school. (Domain 4)
- 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. (Domain 2)
- Implement systems and process in consultation with early education providers to enhance successful implementation of transition for students entering Prep. (Domain 2)

2. Executive summary

2.1 Key affirmations

A clear and comprehensive whole-school curriculum plan is established.

This plan describes how teachers are expected to plan for, teach, assess and report on the Australian Curriculum (AC). Many teachers, including specialist teachers, express appreciation for the extensive preparatory work undertaken by the Head of Department – Curriculum (HOD-C) and their facilitation to guide them through this planning process. Leaders and teachers are active participants in the local cluster of schools in curriculum initiatives.

Staff members share a sincere belief that every student is capable of accessing and progressing through the curriculum.

Leaders identify the importance of building a culture of mutual trust and support between all stakeholders within the school community to achieve these aims. Teachers articulate an appreciation for the professional support of their year level colleagues. Staff indicate a willingness to share their knowledge and expertise with others to support improved learning outcomes for students.

Students speak positively of their teachers and the opportunities provided for them to learn.

Celebration of Learning days occur once per term where parents come and visit to see the learning activities in each classroom. The most recent of these events attracted over 200 parents to the school. More celebrations of this kind are scheduled to raise the levels of understanding for parents of classroom programs and provide opportunities for students to showcase their work.

Newly appointed role to support First Nations and South Sea Islander students and families.

The principal has recently appointed a Community Education Counsellor (CEC) role to the school. The CEC is considered instrumental in supporting First Nations and South Sea Islander students and families. It is envisaged the CEC will work with the principal and leaders to strengthen cultural capabilities of all staff and develop the school to be recognised as a culturally safe place for all Indigenous students.

2.2 Key improvement strategies

Domain 8: Effective pedagogical practices

Collaboratively develop a suite of agreed school-wide pedagogical approaches to support the learning of all students, including First Nations, South Sea Islander and diverse learners.

Domain 7: Differentiated teaching and learning

Further build capability of all teachers to create and implement strategies in Personalised Learning Records (PLR) for individual students to support their access, participation and progress through the curriculum.

Domain 3: A culture that promotes learning

Embed the implementation of the Positive Education School (PES) processes to ensure teachers are supported to provide orderly and productive learning environments for all students.

Domain 6: Systematic curriculum delivery

Implement distributed responsibility in curriculum planning, supporting teacher confidence to lead and implement the quality-assured curriculum plan.

Domain 5: An expert teaching team

Broaden current collegial engagement processes from Learning Walks and Talks (LWT) to provide additional opportunities for systematic constructive feedback on classroom instruction practices.