

Sarina State High School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





Contents

1. Introduction	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	9



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 High School** from **20 to 22 August 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

Peter Grant	Internal reviewer, SIU (review chair)
Pamela Prichard	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Anzac Street, Sarina
Education region:	Central Queensland Region
Year opened:	1964
Year levels:	Year 7 to Year 12
Enrolment:	758
Indigenous enrolment percentage:	16.4 per cent
Students with disability enrolment percentage:	5.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	922
Year principal appointed:	2018
Day 8 staffing teacher full-time equivalent (FTE):	61.0
Significant partner schools:	Sarina State School, Alligator Creek State School, Swayneville State School, Koumala State School, St Anne's Catholic Primary School
Significant community partnerships:	Sarina District Chaplaincy committee, Mackay Engineering College, Sarina Community Bank Branch Bendigo Bank, Zonta Club of Mackay, Sarina Youth Centre, IDEAL Placements, Queensland Police Service (QPS) – Sarina Police Station, Youth Engagement Hub, Sarina Rural Skills Community Centre Board, Reef Catchments Youth Ambassador Project, Mudth-Niyleta Aboriginal and Torres Strait Islander Corporation
Significant school programs:	Sarina Erudite Initiative (SEI), Rugby league and netball development program, junior and senior enrichment programs, Skills for Success, Tools 4 Life and Strength programs, instrumental music



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, eight Heads of Department (HOD), Head of Special Education Services (HOSES), Head of Curriculum (HOC), six Heads of Year (HOY), Business Manager (BM), 32 teachers, four administration officers, teacher aides, three ancillary staff, laboratory technician, three canteen staff, Parents and Citizens' Association (P&C) secretary, 12 parents and 43 students.

Community and business groups:

- Centre manager of Rural Skills Community Centre.

Partner schools and other educational providers:

- Principal Sarina State School, principal Alligator Creek State School and principal Swayneville State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Staff handbook 2019
School pedagogical framework	School OneNote staff resource
School data plan	School newsletters, social media and website
School Opinion Survey	School curriculum and assessment plan
Responsible Behaviour Plan for Students	Annual Professional Development Plans



2. Executive summary

2.1 Key findings

The Executive Leadership Team (ELT) is committed to improving student learning and outcomes for all students in the school.

The team has established a narrow and focused Explicit Improvement Agenda (EIA). Clear school-wide targets relating to student outcomes have been established as measures of the success of the implementation of strategies identified to advance the improvement agenda.

The school is driven by the belief that every student is capable of successful learning.

School leaders and staff members give a high priority to the promotion and development of student wellbeing to support improved learning outcomes. A caring and positive tone is apparent and reflects a school-wide commitment to successful learning.

The school has a clearly documented whole-school curriculum and assessment plan.

The curriculum provides for all students to learn in areas of personal strength and interest. The school's curriculum offerings provide students with opportunities to develop skills and knowledge relevant to local employment opportunities. The school leadership team acknowledges the need to develop a school-wide moderation process that will assist in the Quality Assurance (QA) of planning, assessment, allocation of achievement standards and enactment of the intended curriculum in all classrooms.

The school leadership team is committed to developing highly effective teaching across the school.

High quality teaching is recognised as a key to improving learning and outcomes for every student. In line with the strategic plan, there is a recent focus on Marzano's¹ Art and Science of Teaching (ASoT) as an evidenced-based pedagogy to value add to the existing Explicit Instruction (EI) lesson structure. This is providing teachers with teaching strategies to further enhance learning experiences for all students. ASoT is an emerging pedagogical practice in the school that supports teachers in providing learning experiences that are accessible, challenging and engaging for all students.

The school leadership team is strongly committed to the use of reliable student outcome data to progress the school's improvement agenda.

The school undertakes analysis and discussion of local and systematically collected data regarding student attendance and academic outcomes. School-wide and faculty processes for the sharing of this data and in-depth collaborative conversations focused on student progress and achievement trends in and across faculties are emerging. Some teachers indicate they would appreciate further opportunities to develop their capability to analyse and

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



reflect on data to identify gaps in student learning to inform their teaching practice and next steps for learning for their students.

All staff members are committed to the success of every student at the school.

There is a belief across the school that all students are able to learn and achieve. Staff members acknowledge the challenges some students face in order to engage effectively in learning. Teachers express interest in further developing their skills and capability to cater for students requiring extension to enhance their engagement. Teachers acknowledge the need to extend students with the potential for high achievement in their day-to-day lessons.

The school is held in high regard by parents and the wider community.

The school has built partnerships with parents, cluster primary schools and regional secondary schools, local and regional businesses and industries, and tertiary institutions for the purpose of improving outcomes for students. These partnerships are established strategically to address student needs and to extend the school's capability to deliver diverse educational opportunities and to enhance student wellbeing.



2.2 Key improvement strategies

Collaboratively review and develop a whole-school moderation process to quality assure the planning, assessment, allocation of achievement standards and enactment of the intended curriculum in all classrooms.

Collaboratively review and implement the school's pedagogical framework to incorporate further research-based effective teaching practices focused on high expectations for academic achievement for all students.

Collaboratively develop school-wide strategies for the analysis of data to provide further opportunities for teachers to build their capability in analysing data to identify gaps in student learning, to inform teaching practice and identify the next steps for student learning.

Enhance the capability of teachers to utilise differentiation in the delivery of teaching and learning for all students in their day-to-day lessons, including a focus on potentially high achieving students.