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Principal's foreword

Introduction

In 2008 every school in Queensland is required to publish information about the school and its educational outcomes. This report provides information on:-

Curriculum initiatives

Outcomes Data for Literacy and numeracy using systemic data based on the Years 3, 5 and 7 tests

Extra Curricular offerings

School priorities for the 2007 school year

Future outlook

It is envisaged that in the 2008 school year that Sandgate State School will see improvements in the following areas:

- A reduction in the number of students requiring additional support for Year 2 Diagnostic Net: Reading, Writing and Number
- Percentage of students achieving National benchmarks for Reading, Writing and Numeracy in Years 3, 5 and 7
- Sandgate State School has been on a journey of policy development to become more focused and accountable as a whole of school campus. Ongoing and significant achievements are being formalised in the Prep Year to year 3 and years 4 to 7 phases of learning. Planning has occurred to initiate further professional development and joint planning will result in much greater curriculum alignment in the early and middle phases of learning throughout 2006 and 2007.

Our school at a glance

School Profile

Band 8

Coeducational Primary School

Prep to Year 7

Total Enrolments 2008 : 318

Curriculum offerings

SEC (Special Education Class) Catering for Students with Special Needs

Gifted Education program

Instrumental Music / Strings program

German Language and Cultural Studies

Sports skills development Program

Swimming Program

Social Skills Program

Interschool Sports Program

Extra curricula activities

Before and After School / Vacation Care Program

School Based Swimming Club

How computers are used to assist learning

At Sandgate State School we believe that computers are best integrated into the learning situations within each classroom. Teachers find the most effective management strategy is to use a variety of groups, contracts and worksheets. By providing a balance among these three elements, teachers ensure they create a student-centred rather than a computer-centred classroom. For example, while the use of computers and worksheets can free teachers to work with small groups of students at the computers, they are not overused. Similarly, access to the computers is not regarded as a sufficient reason for students to miss out on direct instruction by the teacher in key content areas. When students are learning new skills on the computer, they require more direct interactions with the teacher. It is not appropriate to schedule direct teaching lessons when students are at this stage.

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Social climate

Our School Community

Primary and Preschool enrolments are predominantly drawn from the suburbs of Sandgate, Deagon and Shorncliffe.

The student population is unique, combining a rich blend of socio-economic and culturally diverse elements.

Approximately 8% of the student enrolments are of a non-English speaking background.

Students are organised in cooperative and single class groupings.

Sandgate State School enjoys a significant level of voluntary help within classrooms particularly within our Literacy Block program.

Parents and the community are welcomed and encouraged to contribute to the school's decision-making process through the School Council or Parents & Citizens Association.

The school also benefits from a high level of commitment from administration, staff and support personnel.

Stakeholders of Sandgate State School have developed an extensive network to provide positive learning support to our students through Reading recovery, Literacy Block Aides, liaison with Sandgate District State High School, the Guidance Officer, Learning support Teachers and a wide range of Advisory Visiting Teachers.

Involving parents in their child's education.

We recognise the key role that parents play in influencing academic success and we strive to nurture this as a school. Parents are encouraged to play fundamental roles in shaping school direction, programs and activities. Along with the School Council, P and C Association, special focus groups, Sandgate provides opportunities for parents to take on a role in groups such as the Music Supporters Group, Grounds Committee and Grandparents Group.

Parents are encouraged to take part in the early Years training provided by the Head of Curriculum. This enhances the relationship between school and home and maintains a positive bank of strategies to support the literacy development of the students.

Governance

Staff work with the school community to select and implement the most appropriate school-based management option.

The teaching staff are organised with Year Level co-coordinators ensuring each Year Level receives the information and all staff have a role to play in the decisions of the school.

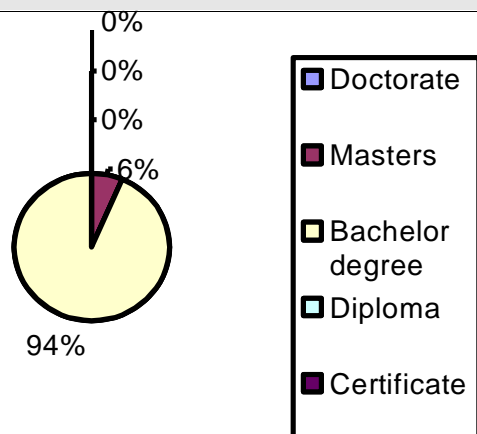
Teachers are also in charge of areas of the budget as sub-program managers and the associated Annual Operational Plans. This gives staff direct input into the programs with the budget to make things happen.

The Local Consultative Committee has been reformed to ensure that local initiatives have the support of the staff and their relevant unions.

Our staff profile

Qualifications of all teachers.

Doctorate	0
Masters	1
Bachelor degree	15
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2006 was \$ **17,204**

The major professional development initiatives are as follows:

Implementation of the Prep Year

Literacy and Numeracy Development

ICT

Moderation and Assessment

The involvement of the teaching staff in professional development activities during 2006 was 91%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 85 % of staff were retained by the school for the entire 2007 school year.

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Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 96 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	79%
Writing	74%
Number	79%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	514	638	667	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	89%	87%	77%
		2006	92%	70%	83%
Writing	Average score for the school	531	643	751	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	84%	95%	85%
		2006	96%	92%	93%
Numeracy	Average score for the school	524	625	649	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	92%	95%	77%
		2006	82%	81%	80%

Other Key Outcomes

Parent, student and teacher satisfaction with the school

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Queensland
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Performance of our students

The percentage of Student satisfaction is above the State Average and is on track with the 2008 Destination 2010 Target.

The percentage of Parents satisfied with Sandgate State School is above the State Average

Some key indicators are:-

85.7% that Sandgate State School is a good school

95.2% satisfaction with the variety of school activities available for your child

90.5% satisfaction that your child is happy to go to Sandgate State School

Value added

- [Key focus on increasing student achievement](#)
- [Multiple intervention strategies for a range of students](#)
- [Positive promotion of a school; culture that develops a positive sense of belonging and tolerance](#)
- [Enhanced school spirit through sporting events, Special days](#)
- [Increased level of classroom activity and fitness](#)
- [Upgrade and refurbishment of Classrooms and facilities](#)
- [Innovative curriculum delivery through technology](#)
- [Award winning choirs](#)
- [Increased focus on positive school leadership that maintains a focus on positive student outcomes](#)
- [Teachers have made effective use of ICT training to develop a skills continua for student development](#)

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