

Sunnybank 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 **Sunnybank State High School** from **7 to 9 September 2020**.

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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Cameron Hodges	Internal reviewer, EIB (review chair)
Lee Goossens	Internal reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	Boorman Street, Sunnybank	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year 12	
Enrolment:	676	
Indigenous enrolment percentage:	7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	923	
Year principal appointed:	2019 – acting	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), 10 Heads of Departments (HOD), Head of Special Education Services (HOSSES), 34 teachers, two guidance officers, four administrative officers, chaplain, School Based Police Officer (SBPO), grounds officer, facilities officer, international student coordinator, international homestay coordinator, two Industry Liaison Officers (ILO), five teacher aides, two cleaners, 78 students, 11 parents and president of the Parents and Citizens' Association (P&C).

Community and business groups:

- Suncorp Group representative – STEM (Science, Technology, Engineering and Mathematics) partnership.

Partner schools and other educational providers:

- Principal and deputy principal Sunnybank State School.

Government and departmental representatives:

- Federal Member for Moreton, Councillor for Runcorn Ward Brisbane City Council, State Member for Toohey and ARD.

1.4 Supporting documentary evidence

School Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
School Opinion Survey	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2020	Professional development plans
Faculty Implementation Plans	Line Management Tool
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Explicit Improvement Agenda & Targets 2020
Headline Indicators (May 2020 release)	



2. Executive summary

2.1 Key findings

The school has developed a comprehensive whole-school curriculum plan.

The plan documents an explicit, coherent and sequenced overview for curriculum delivery to provide consistent teaching and learning expectations across the school. Following the last school review, school leaders have collaboratively reviewed and implemented the curriculum framework including a Year 7 to Year 12 scope and sequence document. School leaders acknowledge the considerable effort and expertise of all staff in the development of the curriculum plan. School leaders indicate they are currently working on a reading and writing framework as a priority for development and implementation in 2021.

School leaders provide for the learning needs of students through the targeted allocation of human and physical resources.


Parents and community members articulate that the school is the centre of the community. The redevelopment of the adjoining bowls club into a community and futsal centre is viewed as an opportunity for the school. Other nearby sporting clubs are accessed by the school to deliver the curriculum. The provision of school-wide programs and strategies is aligned to the motto '*Many ways to excellence*' priorities of professional learning and strategic planning that is included in the School Improvement Plan (SIP). The school continues to use financial resources to support the maintenance and refurbishment of classrooms and staffrooms. Many staff articulate recent upgrades to external spaces to include artificial grass and seating have been well received by students.

The school leadership team is united in the belief that all students are able to succeed with the necessary provisions in place.

These requirements include a responsive documented curriculum, quality teaching and a focus on individual student support. The school has a published Explicit Improvement Agenda (EIA) and a 2020 SIP. The 2020 SIP outlines the school's performance indicators and specific teacher practices to drive improvement. Teacher knowledge of the specific practices outlined in the SIP 2020 varies. The EIA and SIP for 2020 are focused on the three key priorities of 'quality teaching and learning', 'collaborative learning culture' and 'know our students'. The school's motto, vision and values developed as part of the school strategic plan are included within the EIA. The EIA is aligned to the Department of Education's (DoE) School Improvement Model.

School leaders and teachers are committed to the success of all students.

There is a school-wide belief that every student is able to learn and achieve when provided with appropriate support and programs. An inclusive school-wide approach encourages the integration of students with disability into a regular class program. A whole-school inclusion policy is yet to be developed. Specialist teachers and teacher aides provide support for a number of students with high level needs. Individualised programs are developed for students with very high needs. School-wide expectations include data and differentiation



utilised in classroom practice in conjunction with a comprehensive curriculum plan. Some teachers utilise a range of resources and sources of information to understand where their students are at in their learning, so as to identify appropriate teaching strategies to meet their learning needs.

Students and staff express a strong sense of belonging to the school and celebrate the diversity within every classroom.

School leaders and staff members demonstrate a strong focus on providing a safe and supportive environment with clear expectations to support all students in achieving a successful transition to their chosen pathway. A strong culture of care for students' wellbeing is apparent. A focus on positive student teacher relationships within the school community and the wide range of support programs available support this culture of care. The school identifies as a Positive Behaviour for Learning (PBL) school. The principal plays an active role in the PBL team and significant development in new systems aligned with 'Zones of Behaviour' has occurred. Some staff and school leaders express that staff implementation and knowledge of PBL practices vary, and that additional Professional Development (PD) is required.

The leadership team recognises that highly effective teaching is the key to improving student learning.

Teachers acknowledge the value of a continuing focus on teaching practice to improve engagement and learning outcomes for students. The leadership team and teachers articulate that a range of teaching practices, lesson structure and delivery are used in classrooms across the school. The leadership team acknowledges that a review of the current framework based on Marzano's¹ Art and Science of Teaching (ASoT) is required to ensure clarity and precision regarding expected practice. The school has been implementing strategies adapted from PD over an extended period to build teacher understanding and skills in the implementation of specific learning and teaching strategies associated with the design questions. School leaders articulate that the New Art and Science of Teaching (NASOT)² has been agreed upon as the preferred framework.

School leaders indicate a strong belief in staff continually striving to build their capability to refine their teaching and learning practices, individually and collectively.

The nurturing of a culture of continuous professional learning and improvement to advance a shared responsibility for student learning and success is viewed as the key to developing an expert teaching team. Teachers articulate the need to commit to continuous improvement of their own teaching and to develop the knowledge and skills required to improve student learning. School leaders indicate opportunities exist to work with teachers in relation to enacting their identified goals in the Annual Performance Development Plan (APDP) process

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).

² Marzano, R. J. (2017). *The new art and science of teaching*. Bloomington, IN: Solution Tree Press.



through mentoring, coaching and observation. Teachers indicate a willingness to be involved in collaborative and sustainable collegial engagement and dialogue to improve outcomes for students in the future.

School leaders are united in the belief that the systematic use of data is a key driver for student improvement.

Leadership team members recognise that the systematic analysis, monitoring and sharing of student academic, attendance and behaviour data is essential to informing school improvement priorities. Strategic programs, initiatives and decisions are informed by data. The school has an established system utilising TrackEd software to monitor student progress towards attainment of the Queensland Certificate of Education (QCE). Many students in Year 11 and Year 12 are able to articulate how they are tracking in regards to QCE attainment and how this is leading towards their senior pathways. The school utilises an electronic notification on the school network to inform students of their attendance on a daily basis. Students express appreciation for this regular and timely update. Parents receive regular communication regarding student attendance.

School leaders and teachers value the importance of strong and vibrant community partnerships in maximising student learning outcomes.

The school has over 200 productive connections and relationships, some of which are well established with others being recently initiated. All are respected by the local school community. The school actively seeks ways to engage with parents and families, local organisations and businesses to support the learning and wellbeing needs of students. The school has proactively expanded the marketing role within the school. It seeks to enhance school branding through the introduction of Facebook and a new school website. Attention is given to communicating shared experiences with key stakeholders and the local community. The school's innovative Year 13 program 'SunnyFutures' is highly valued by the wider community.



2.2 Key improvement strategies

Collaboratively develop and communicate an EIA explicitly stating the key implementation accountabilities of all stakeholders.

Collaboratively develop a whole-school inclusion policy aligned with the inclusive education policy statement to enhance opportunities for the full range of students.

Strengthen staff member understanding of and commitment to implementing PBL with fidelity providing training and development for all staff, in addition to Quality Assurance (QA) of processes and procedures.

Collaboratively review, document and implement an agreed school-wide pedagogical framework that includes high-yield teaching practices and processes to quality assure its implementation.

Review the collegial engagement framework to ensure a school-wide process for systematic feedback, coaching, modelling and mentoring for all staff including the sharing of best practice.