



School Improvement Unit Report

Sunnybank State High School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Sunnybank State High School** from **19 to 21 October 2016**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review Team

Alan Sampson	Internal reviewer, SIU (review chair)
Moya Mohr	Peer reviewer
Daryl Hanley	External reviewer

1.2 School context

Location:	Boorman Street, Sunnybank
Education region:	Metropolitan Region
Year opened:	1963
Year levels:	Years 7 to 12
Enrolment:	610
Indigenous enrolment percentage:	15 per cent
Students with disability enrolment percentage:	3.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	920
Year principal appointed:	2015
Full-time equivalent staff:	57
Significant partner schools:	Sunnybank State School
Significant community partnerships:	Kyabra Child Care Centre, Queen Elizabeth II (QEII) Hospital, Wesley Mission and Returned and Services League of Australia (RSL)
Significant school programs:	Homework club, Smart Starters, English as an Additional Language or Dialect (EAL/D) international program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, 29 teaching staff, 14 students, chaplain, community liaison officer, marketing officer, Business Services Manager (BSM), two teacher aides, three administrative support officers, cleaner, laboratory assistant, school transitions officer and two Parent and Citizens' Association (P&C) executive members



Community and business groups:

- Coordinator Sunny Starters and Kyabra Coordinator

Partner schools and other educational providers:

- Principal and deputy principal Sunnybank State School

Government and departmental representatives:

- Local Member for Sunnybank, ARD and Regional youth support coordinator

1.4 Supporting documentary evidence

Annual Implementation Plan 2016

Explicit Improvement Agenda 2016

Investing for Success 2016

Strategic Plan 2013-2016

Headline Indicators

School Data Profile

OneSchool

School budget overview

Professional learning plan 2016

Responsible Behaviour Plan

School improvement targets

Curriculum planning documents

School pedagogical framework

Professional development plans

School data plan

School newsletters and website

Curriculum, assessment and reporting framework

School Opinion Survey



2. Executive summary

2.1 Key findings

A whole-school approach to establishing a clear set of high expectations for learning, teaching and student wellbeing is developed.

The school motto, *'Many ways to excellence'*, as well as the vision, *'Every child improving and achieving'*, reflect this. The school community values cultural diversity. School values are identified and understood by students and espoused by staff members and acknowledged by some parents and carers. *'Respect, Responsibility, Readiness'* are described as the 3R's. These form the basis for student performance and behaviour expectations.

All members of the school community commend the enhanced alignment and consistency of school practices which has emerged as a key feature of the improvement agenda.

The leadership team has established an improvement agenda in pedagogy, numeracy and literacy. The school is building school-wide consistent practices in high expectations, data informed practices and a culture that supports learning. Leaders use the National School Improvement Tool hierarchy to plan their long term strategic direction. Recent data within the headline indicators reflects a high degree of success in building a culture which supports learning. An explicit strategic planning process, outlining how a future school brand and associated priorities are determined is yet to be clarified for the school community.

A pedagogical framework is in place based on Marzano's¹ Art and Science of Teaching (ASoT) model.

The key tenets articulated by most teachers are learning goals and classroom rules. Interviews with teachers and visits to classrooms reflect a range of artefacts and practices which evidence these tenets as embedded in the teaching and learning practices of the school. The depth and consistency of feedback to teachers from school leaders regarding the agreed pedagogies varies across the school. Some students indicate they would like to see a greater variety of learning experiences to engage them in their learning similar to the project-based creative activities in the integrated Year 7 program. A broad and diverse range of informal engagement strategies are employed by teachers to engage students

¹ Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007.



The school ‘Curriculum and Assessment Plan 2016’, for the Australian Curriculum (AC) Year 7 to 10 is designed.

This plan is not implemented across the school as yet. In some areas, there are attempts to develop a coordinated approach. The ‘English and Humanities Overview Years 7 to 10’ is such an approach. The Year 7 approach to students experiencing the range of subjects in Arts and Technology (AAT) through its ‘rich tasks’ reflects significant capacity for staff members to give priority to constructing learning experiences that are accessible, engaging and challenging for all students, including those with special needs. Some departments have developed units of work in line with the AC.

Data informed decision making is a school-wide-goal. A school data plan is established.

The principal, deputy principals, master teacher and numeracy coach use school data to inform the strategic direction, including appropriate resource allocations. Teacher and Heads of Department (HOD) understanding of diagnostic student data and application of connected differentiation strategies varies.

The school has built a range of community partnerships that improve student opportunities and outcomes.

Student progress and achievement within these programs are regularly monitored, reviewed and celebrated with future tracking after Year 12. The after school homework program engages community volunteers, including university tutors, to support a growing number of students attending the sessions which occur three afternoons per week. The program is highly valued by students, parents and staff members. Breakfast club is a community partnership with the Young Men’s Christian Association (YMCA) and youth club is a program delivered after school by the chaplain. The senior school HOD holds the Kyabra support program in high regard for supporting students who may require additional support to access traineeships.

2.2 Key improvement strategies

Build an explicit and collaborative strategic planning process to identify a school brand for the ensuing years.

Collaboratively review, develop and implement the school’s curriculum framework including a Year 7 to 12 scope and sequence document aligned to the AC.

Strengthen teacher capability to analyse student achievement data to inform teaching practice and differentiation strategies and to monitor student progress over time.

Clarify the roles and responsibilities of all instructional leaders in actioning a coaching and feedback cycle aligned to the pedagogical framework and redeveloped the curriculum plan.

Identify and share the range of teaching and learning engagement strategies which inspire and motivate students in their learning.