

MANY WAYS TO EXCELLENCE

Explicit Improvement Agenda



As a community we will *Aspire, Grow and Achieve* through an unrelenting focus on:

CULTURE OF EXCELLENCE
Positive Behaviour for Learning

TEACHING AND LEARNING EXCELLENCE
Reading and Writing Framework

BUILDING EXCELLENCE
Inquiry

Signature Sunnybank

Positive Behaviour for Learning

New Art & Science of Teaching

Building Professional Capacity

Data Driven Decision Making

Inclusive Education

MANY WAYS TO EXCELLENCE DEMONSTRATED BY:

92%
ATTENDANCE

100%
QCE/QCIA

85%
A to C

NAPLAN
EFFECT SIZE & RELATIVE GAIN
COMPARABLE TO LIKE SCHOOLS

↑ SCHOOL OPINION SURVEY SATISFACTION



2021 EXPLICIT IMPROVEMENT AGENDA

Priority	Focused Improvement Practice	Our School's Performance Strategies	Evidence of School Improvement	Targets	
CULTURE OF EXCELLENCE	Positive Behaviour for Learning 	Positive Behaviour for Learning – Tier 1 <ul style="list-style-type: none"> Create an environment of high expectations for every student Consistent practice with the implementation of Tier 1 processes (universal intervention) as part of the PBL High Expectations Framework including classroom expectations, Zones of Behaviour and the VIVO positive reinforcement system Positive Behaviour for Learning – Tier 2 <ul style="list-style-type: none"> Further develop and communicate PBL data practices inclusive of existing Professional Learning Teams to 'close the loop' and enhance the implementation of Tier 2 processes (targeted interventions) as part of the PBL High Expectations Framework and alignment with the Student Code of Conduct Positive Behaviour for Learning – Tier 3 <ul style="list-style-type: none"> Review Tier 3 processes (intensive intervention) as part of the PBL High Expectations Framework Staff Development and Wellbeing <ul style="list-style-type: none"> Focus on developing High Performing Teams – Sunnybank Team Culture Targeted responsive personal development support for staff at all stages of their careers Build a staff wellbeing framework as part of the school's Workplace, Health and Safety protocols. School Spirit <ul style="list-style-type: none"> Provide planned opportunities to involve all students in activities/events/celebrations Further develop the student leadership program Attendance <ul style="list-style-type: none"> Continue to refine and reinforce attendance strategies 	<ul style="list-style-type: none"> School Opinion Survey – increased satisfaction in areas of student behaviour and strong sense of community Student Disciplinary Absences (SDA) and Minor/Major behaviour data – Downward trajectory in minor, major and SDAs in response to implementation of targeted strategies Upward trajectory in VIVO data – positive behaviour reinforcement system EBS PBL data – Upward data trajectory Creation and embedding of faculty based team culture values Whole School Staff Development Program – An evidenced based staff development/leadership program available to all staff, aligned to their aspirations/leadership goals Staff Wellbeing Framework – Staff engaged in wellbeing program to support staff work/life balance, morale and collegiality Student Spirit – Increase number of and student engagement in school events/activities Student Leadership Program – students leaders actively engaging in leadership development to fulfil their leadership goals Attendance Data – Upward trend in student attendance data (school target 92%) Education Improvement Branch (EIB) Support Review Feedback – Improved findings in Domain 1, 2, 3, & 9 	92% Attendance 100% QCE/QCIA	Inclusive Education Data Driven Decision Making <i>Signature Sunnybank</i> Building Professional Capacity NASOT Positive Behaviour for Learning
	NASOT Reading and Writing Framework 	Pedagogical Framework <ul style="list-style-type: none"> Effectively implement the Reading and Writing Framework to support student learning with Australian Curriculum General Capabilities Effectively implement Instructional Coaching to further develop teachers use of high yield teaching strategies in alignment with the school's pedagogical framework and EIA Continue to embed a consistent approach to high quality teaching underpinned by The New Art and Science of Teaching Investigate a systematic quality assured approach to collegial engagement that aligns to our pedagogical framework and Explicit Improvement Agenda(EIA) Develop a student goal setting process to be rolled out in 2022 across the school to support each student to engage in feedback cycles and improve their abilities in self-directed learning Continue to facilitate teacher capability to analyse student data to address the specific learning needs of individual students – Challenge, Extend and Support Plan and enact a responsive curriculum <ul style="list-style-type: none"> Engage in a cycle of collaborative curriculum renewal that ensures our programs are of a high quality, address all relevant curriculum requirements and provide engaging learning experiences for students Continue to develop staff capacity to utilise moderation processes through collaboration at all levels Further extend moderation quality assurance processes through the investigation of external moderation opportunities to quality assure teacher judgements 	<ul style="list-style-type: none"> Teachers and students utilising the Reading and Writing Framework Increased teacher engagement with Instructional Coaching Academic outcomes (85% A to C) are valid and reliable NAPLAN effect size and relative gain is comparable to like schools. Clear alignment of NAPLAN measures to A-E data All students achieving or exceeding literacy and numeracy targets (PAT M/R) School Opinion Survey – increased satisfaction in areas of teaching and learning Successful transition to a pedagogical framework that is responsive to the needs of our school Collegial Engagement Policy – developed Student Goal Setting processes agreed upon and developed School Data Plan – Staff read, use and interpret data to differentiate their teaching practice Teaching teams refine and reflect upon their assessment and learning plans Moderation is scheduled and reflections are documented to ensure an effective assessment and moderation cycle External moderation opportunities investigated 	85% A-C NAPLAN Effect size & relative gain comparable to like schools	
	EIA- Inquiry 	Strategic Planning <ul style="list-style-type: none"> Collaboratively develop and communicate an Explicit Improvement Agenda (EIA) stating the key priorities and accountabilities of all stakeholders Collaboratively develop and implement processes to regularly analyse performance towards attainment of whole-school targets at a year, faculty and class level with an inbuilt quality assurance process Develop and implement our professional learning plan to align with priorities as identified in the EIA Allocation of resources and funds to meet the collective needs of school-wide priorities Collaboratively develop a Sunnybank SHS Whole School Inclusion Policy Advance school leaders through ongoing PD to be agile, instructional experts with an unrelenting focus on school culture, improvement and growth Develop and implement a marketing plan to promote and enhance our school profile Partnerships <ul style="list-style-type: none"> Further develop innovative and strategic partnerships (eg. primary feeder schools, parents, industry and community) that expand opportunities beyond the school gates Review and refine current school partnerships to ensure alignment with current school vision, direction and EIA 	<ul style="list-style-type: none"> All students graduate with a Queensland Certificate of Education or Queensland Certificate of Individual Achievement Next Step Data – All student graduates are engaged in further education, training or in the workforce School Opinion Survey – Improved Satisfaction in all areas Documented EIA's, accompanying Action Plans and Tracking Tools Documented and Implemented targeted Professional Learning Plan Targeted use of school resources – Budget aligned to school priorities, annual expenditure of target funding, decisive use of human resources, workforce planning Documented and implemented Marketing Plan Commenced development of Whole School Inclusion Policy Parent Partnerships – Increased levels of parent/caregivers engagement in community events eg parent teacher interviews, awards events, information sessions EIB Support Review Feedback – Improved findings in Domain 1, 2, & 3 	Increase in School Opinion Survey satisfaction rates	

Endorsement – This plan was developed in consultation with the school community and meets identified school needs and systematic requirements

Principal

P & C President

Assistant Regional Director