

SUNNYBANK STATE HIGH SCHOOL - 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



<p>School priority 1: Teaching Excellence <i>Implement our whole-school approach to pedagogy.</i></p>	<p>Monitoring</p>				<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> School culture is reflective of a commitment to continuous improvement. Faculties have clearly identified and defined pedagogies that all teachers in the faculty employ effectively. Teachers are effective in being able to analyse data to determine the success or otherwise of the pedagogies employed, and work in Faculty groups to refine pedagogical strategies and enhance student outcomes. Students are engaged in the classroom, as reflected through attendance data (whole and part-day attendance) 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Artefacts – Faculty Plans with explicit commitment to determining and refining most effective pedagogies; Data: Actual Attendance Target: >85%. A-C Data: English >85%; Maths >70%. A-B Data: English >50%; Maths >35%. In addition to cohort based achievement targets, faculties assign targets to support academic achievement for priority groups - First Nations, Out of Home Care, Students with a disabling condition, EALD students.
<p>Strategies:</p> <ul style="list-style-type: none"> Continued refinement of whole-school curriculum processes delivered through Senior Leadership Team and quality assured through line-management: curriculum planning moderation, professional learning and feedback. Implementation of our whole-school approach to pedagogy with a key focus on High Impact Teaching Strategies (HITs). Focus on developing data literacy and using this to inform classroom pedagogical practises. Development of a whole-school plan for transition to BYOD in 2025 with consideration of teacher capability development for digital pedagogical practises. 	<p>T1</p> <p>T2</p> <p>T3</p> <p>T4</p>	<p>Responsible officer(s): Principal Deputy Principals (through HOD LMM) Curriculum HODs Teaching & Learning HOD</p>			<p>Resources: Coaches – Instructional, School-wide Data Literacy Coach, Digital Pedagogies Coach. Time / TRS required to support cycle of observations and feedback with HODs and teachers.</p>	
<p>Actions:</p> <ul style="list-style-type: none"> Quality assurance practises are articulated in the Sunnybank State High School Professional Learning Plan, teacher observation and feedback structures / cycles are scheduled each term to ensure these are prioritised. Faculty review of HITs for targeted implementation. HODs lead Faculties (with support of Data Coach) to analyse data sets associated with teaching and learning to determine pedagogies most appropriate for learners in their curriculum area, liaising with Inclusion Team & Berry Street Education Committee and interrogating data sets to ensure pedagogies meet diverse learning needs of students. Development of a multi-year action plan to support the transition to BYOD. 	<p>Responsible officer(s): Principal Deputy Principals (through HOD LMM) Curriculum HODs Teaching & Learning HOD</p>				<p>Resources: Coaches – Instructional, School-wide Data Literacy Coach, Digital Pedagogies Coach. Time / TRS required to support cycle of observations and feedback with HODs and teachers.</p>	
<p>School priority 2: Inclusion <i>Develop our whole-school approach to Inclusion.</i></p>	<p>Monitoring</p>				<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> All teaching and support staff can clearly articulate their role as a staff member at Sunnybank High in making adjustments and removing barriers to support student outcomes, as aligned with their responsibilities according to the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). All students with a disabling condition have a Personalised Learning Plan that they and their parents have negotiated with their teachers and the Plan is being authentically delivered by teachers and support staff. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Artefacts – All students with a disabling condition have a current Personalised Learning Plan and teachers are accessing and implementing the adjustments as appropriate. Data for students with a disabling condition: <ul style="list-style-type: none"> Attendance improvement (2023: 74.%) 2024 target: 80% SDA rate improved (2023: 27.5) 2024 target: <10 Academic Achievement (2023 – Maths C+: 23.2%, Eng C+: 49.4%, Maths A/B: 1.1%, Eng A/B: 17.6%) <ul style="list-style-type: none"> 2024 Target A-C Data: English >55%; Maths >30%. 2024 Target A-B Data: English >25%; Maths >10 Improved Attendance and reduced SDAs for First Nations & Out of Home Care students. Improved Bandscale data for all EALD students.
<p>Strategies:</p> <ul style="list-style-type: none"> Strengthen the culture of 'Inclusion' at Sunnybank State High School. Sunnybank State High School Inclusion Policy is developed with input from a range of stakeholders. Consolidate and refine whole -school processes in relation to case management of students who require adjustments to remove barriers to learning. 	<p>T1</p> <p>T2</p> <p>T3</p> <p>T4</p>	<p>Responsible officer(s): Deputy Principal (Inclusion & Wellbeing) HOD Inclusion HOD Student Engagement & Wellbeing Guidance Officers</p>			<p>Resources: NCCD Team – planning, monitoring and review days Year Level Inclusion Coordinators (YICs) – investment of time – including planning days Year Level Coordinators (YLCs) – investment of time – including planning days CREW members: School Psychologist, Chaplain, Youth Support Coordinator, First Nations Support Coordinator, Community Liaison Officer, School-based Youth Health Nurse, School-based Police Officer RESET Room</p>	
<p>Actions:</p> <ul style="list-style-type: none"> Principal and Deputy Principal clearly articulate to staff expectations in relation to “intentional inclusion” through Staff meetings, Senior Leadership Team meetings and Line Management structures. Inclusion team responsible for writing Sunnybank State High School Inclusion Policy engages a range of internal and external stakeholders to ensure that our policy clearly aligns with Equity and Excellence Agenda and responsibilities of staff members according to the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). Inclusion / NCCD Team meet regularly to determine priorities and actions for each term, including how the Team contributes to the referral processes and record-keeping on OneSchool. Inclusion / NCCD Team have consistent and robust processes in place to negotiate Personalised Learning Plans with students, their parents and their teachers. NCCD data collection processes are well understood and scheduled for each term. 	<p>Responsible officer(s): Deputy Principal (Inclusion & Wellbeing) HOD Inclusion HOD Student Engagement & Wellbeing Guidance Officers</p>				<p>Resources: NCCD Team – planning, monitoring and review days Year Level Inclusion Coordinators (YICs) – investment of time – including planning days Year Level Coordinators (YLCs) – investment of time – including planning days CREW members: School Psychologist, Chaplain, Youth Support Coordinator, First Nations Support Coordinator, Community Liaison Officer, School-based Youth Health Nurse, School-based Police Officer RESET Room</p>	
<p>School priority 3: Connection <i>Increase in attraction and retention.</i></p>	<p>Monitoring</p>				<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Increase in School based traineeships and apprenticeships. Reduction in NILFET. Signature Sunnybank Programs for Junior Secondary students. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Data: Yr 10 to 12 Student Exits (Unemployed, Other or Unknown) – 0% Improvement in Year 10 to 12 retention data 75% of priority feeder school enrolments transition to SSHS. 2025 Year 7 enrolment target: 125 students
<p>Strategies:</p> <ul style="list-style-type: none"> Increase retention of students the Senior Phase through the provision of meaningful post-school pathways. Explore and promote community partnerships. 	<p>T1</p> <p>T2</p> <p>T3</p> <p>T4</p>	<p>Responsible officer(s): Deputy Principals HOD Senior Schooling HOD SunnyFutures HOD Student Engagement & Wellbeing Guidance Officers</p>			<p>Resources: Industry Liaison Officers Year Level Coordinators and Year Level Inclusion Coordinators – Yr 10 to 12 CREW members: Youth Support Coordinator Enrolments Officer Student Attendance Officer</p>	
<p>Actions:</p> <ul style="list-style-type: none"> Senior School Team adopt a stream-lined case management approach to support all students Year 10-12 with a plan to stay on track to QCE / QCIA attainment and meaningful post-school pathways. Senior School Team meet regularly to refine tracking and monitoring processes with Year 10-12 students at-risk of disengagement clearly identified and supported through early intervention. All student exits (Year 10 to 12) are tracked, at regular intervals depending on individual requirements, to confirm/consolidate/solidify their pathway through SunnyFutures and regional resources as needed. Schedule annual events to increase familiarisation of feeder primary students and their families with Sunnybank State High School. 						
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>						
<p>Principal </p>	<p>P&C </p>	<p>School Supervisor </p>				