

SUNNYBANK STATE HIGH SCHOOL

2025-2028 SCHOOL STRATEGIC PLAN



School profile

Sunnybank State High School is a dynamic, future-focused learning community, committed to empowering our students to succeed. We are a high achieving and vibrant school rich in tradition with an outstanding reputation for success. We offer a diverse range of opportunities and educational experiences designed to empower each student to thrive and achieve across a range of sporting, cultural, vocational and academic pursuits. Our accredited International Program is linked to Education Queensland International and offers outstanding education opportunities to students from throughout the world. We are part of a global community and value our learning partnerships both within the community and beyond. As a school community, we lay strong foundations that shape our students as proud ambassadors.

Our Vision and Values

A community where we *Aspire, Grow and Achieve*
RESPECT • RESPONSIBILITY • READINESS



Educational achievement



Wellbeing and engagement



Culture and inclusion



School review key improvement strategies

The key improvement strategies recommended in the review are listed below:

- Strengthen instructional leadership practices of leaders to collectively and supportively supervise the instructional program and to implement school and system priorities for improved student outcomes. (Domain 1)
- Create a contemporary workforce plan, with regional support, to deliver the school's strategic agenda and ensure sustainability of school operations. (Domain 4)
- Strengthen the whole-school vision for inclusive education to support staff understanding of their role in implementing inclusive practices. (Domain 7)
- Prioritise professional learning opportunities for leaders and teachers to strengthen their knowledge and understanding of the 3 principles of pedagogy in determining effective pedagogies. (Domain 8)
- Collaboratively clarify roles and accountability of all Heads of Department (HOD) in leading differentiated teaching and learning, to ensure differentiated practices are consistently enacted for students across all learning areas and subjects. (Domain 7)
- Prioritise consistent and collaborative whole-school data analysis practices, to monitor student progress, evaluate the impact of strategies and inform next steps for teaching and learning. (Domain 2)

School priority 1: Quality Teaching We are dedicated to fostering a culture of excellence and continuous development among our staff, all of whom are united in their commitment to the growth and success of every student.	Strategies - Strengthen the capabilities of school leaders to be agile instructional experts with a focus on school improvement and student success. - Strengthen our approach to ensure the development of rigorous, engaging, and contextually relevant units of work that align with the Australian Curriculum and QCAA. - Reassess our RAW framework with a deliberate emphasis on enhancing staff skills to explicitly teach reading in alignment with the Australian Curriculum. - Develop the capacity of staff to analyse and interpret student data and embed opportunities for staff to collaboratively review student progress. - Deepen staff knowledge, understanding, and application of effective high-impact teaching strategies that drive improved student learning outcomes. - Formalise a systematic approach to staff observation, feedback, coaching and collaborative learning that aligns to our pedagogical approaches and our explicit improvement agenda. - Enhance teachers' capability and confidence in digital teaching and learning	Measurable/desired outcomes - Teachers have a deep understanding of AC9 evidenced in three levels of planning and rollout of AC9 across all subject areas. - Staff engage in coaching to enhance their ability to explicitly teach reading in alignment with the Australian Curriculum. - Teachers routinely analyse and interpret student data with a focus on individual student growth. - Upward trend in student achievement data. - Teachers are confident in use of the school identified pedagogical practices. - Teachers are engaged in professional learning and collegial engagement opportunities with a focus on moderation. - Digital teaching and learning is supported across all learning areas.	Resourcing Professional development opportunities to develop: - Instructional Coaching - Explicit Teaching of Reading - New and Beginning Teacher Program - High Impact Teaching Strategies Provision of Time: - Curriculum Planning - Collaboration time. Human Resources: - Digital Pedagogy Coach
School priority 2: Empowered Learners We cultivate personal excellence, inspiring students to take an active and engaged role in their own learning journeys.	Strategies - Further cultivate a shared vision and approach to inclusion across the whole school. - Clarify the roles and accountability of staff to embed differentiated teaching and learning practises that address the specific learning needs of individual students including diverse learners and high achieving students. - Customise our support services to ensure that every student can reach their full potential. - Enhance current case management and monitoring systems to effectively support all students. - Continuously reinforce our Positive Behaviour for Learning (PBL) Framework to uphold a culture of high expectations for learning and engagement. - Strengthen and enrich our house and school traditions to foster a genuine sense of connection and belonging for both staff and students.	Measurable/desired outcomes - Every student has access to an inclusive learning environment. - Upward trend in achievement data for students in priority groups (SWD, FN, OOH, EALD). - Upward trend in student attendance data and reduction in chronic absenteeism. - Downward trend in truancy incidents. - High standards of student behaviour, performance and participation are visible and valued by the school community. - Upwards trend Student SOS Data improvement - Upward trend Staff SOS Data Improvement	Resourcing Professional development opportunities to develop: - Student Belonging Human Resources: - HOD Engagement - Head of House Positions - FlexiSpace Staff - PBL Coach Physical Resources: - FlexiSpace upgrade
School priority 3: Connected Community We foster a positive school culture by encouraging collaboration and building genuine partnerships.	Strategies - Establish a learning community with students, staff, parents and priority education partners to deepen understanding and co-design our actionable steps to maximise student outcomes. - Develop and implement a communication strategy that promotes effective communication, strengthens relationships, and enhances the school's profile. - Cultivate strong, innovative partnerships that broaden opportunities and enhance success for our students. - Implement distinctive signature programs that broaden and enrich the student experience. - Assess the effectiveness of all resource allocations to ensure they maximise benefits for student learning and pathways.	Measurable/desired outcomes - Upward trend in student, parent and teacher voice evidenced by increased engagement in SOS - Increase in residential catchment enrolment numbers. - Increase in community profile evidenced by increased social media interactions. - Embed Signature Programs that provide opportunity for diverse student learners. - All students graduate with a meaningful pathway (QCE Attainment, Year 12 Credentials, Next Step Data).	Resourcing Human Resources: - Specialist staff support for Priority Primary partners - Specialist recruitment to support signature programs. Financial Resources: - Marketing consultancy. - Scholarships to support individual family needs.

Approvals - This plan was developed in consultation with the school community and meets school needs and systemic requirements.


Principal


P&C/School Council

School Supervisor