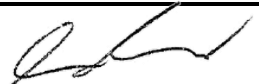


SUNNYBANK STATE HIGH SCHOOL
2025 ANNUAL IMPLEMENTATION PLAN
Educational
achievementWellbeing and
engagementCulture and
inclusion

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.		Monitoring				Long Term 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.	AIP measurable/desired outcomes: 100% SLT engage in Leaders of Learning Program. - A-C Data > 80%; A-B Data > 35% - Reading strategies embedded in scope and sequence in of Year 7 – 8 English. 100% of staff engage with achievement data to monitor student progress. 100% of staff access Learning Lounges to enhance pedagogical practise. 100% of staff Set Professional Goals and receive feedback through oobservations, coaching and collaborative learning. - QLearn Digital Learning is available fo all student in Year 7-8 and 10-11 in all learning areas.
		T1	T2	T3	T4		
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.							
Actions: - Engage Senior Leadership Team in Leaders of Learning Program to strengthen capability as instructional leaders. - Facilitate intentional internal and external collaboration opportunities for HODs and teachers to focus on the development of high-quality curriculum aligned to AC9. - Review, align and embed our Reading and Writing Framework in Years 7 - 8 English Units. - Each term, collaborative analyse student level of achievement data to measure impact of pedagogical practises and determine opportunities for student gain. - Use targeted professional development to build teacher capability to effectively utilise Learning Goals and Feedback. - Formalise our Professional Learning Plan (PLP) to support teachers to refine their own practise through observations, coaching and collaborative learning. - Continue to develop the capability for staff to utilise QLearn as a digital learning tool, prioritising Year 8 and Year 11 learning.						Responsible officer(s): - Principal - Deputy Principal (portfolio leader) - Deputy Principals (through HOD LMM) - Heads of Department	Resourcing Professional development - Instructional Leadership; Explicit Teaching of Reading; New and Beginning Teacher Program; Middle Leaders Program; High Impact Teaching Strategies. Provision of Time - Curriculum Planning; Collaration 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.		Monitoring				Measurable/desired outcomes - Every student has access to an inclusive learning environment. - Upward trend in achievement data for students in priority groups (SWD, FN, OOHC, 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	AIP measurable/desired outcomes: - Specialist staff share inclusive and differentiation practises with teaching staff. - Personalised Learning Plans are developed and communicate the differentiation strategies utilised to support student learning outcomes. - Priority Group achievement data targets (ENG & MAT): - SWD: A-C Data > 75% - FN: A-C Data > 75% - OOHC: A-C Data > 75% - EALD A-C Data > 75% - Whole school attendance target > 90% - Truancy data reduction target - 10% reduction – Whole School & Priority Groups - Reduation in behaviour referrals and student disciplinary absences. - Student School Opinion Survey - Student behaviour is well managed. >50% - I can talk to my teachers about my concerns. <50% - Staff School Opinion Survey - I feel that staff morale is positive at this school >60% - Student behaviour is well managed. >60%
		T1	T2	T3	T4		
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.							
Actions: - The Inclusion Team lead, model and share and support inclusive and differentiated practises. - Create a consistent approach to specialised differentiation to address the specific learning needs of priority student groups and deliver on NCCD obligations. - Utilise bi-annual data cycles to inform resourcing and measure impact of Student Services resourcing. - Tailor our Multi-Tiered System of Support (MTSS) to include targeted interventions and intensive Case Management for Learning, Behaviour, Engagement and Wellbeing. - Learning: Implement Student Goal Setting (Year 7 -12) and Academic Coaching (Year 11 - 12) to maximise student learning and actively engage students in their learning journey. - Engagement: Implement targeted engagement intervention through school based FlexiSpace model. - Continue to leverage Positive Behaviour for Learning (PBL) to cultivate a positive and conducive learning environment. - Implement House Culture Strategy to increase connection and develop a sense of belonging for staff and students.						Responsible officer(s): - Principal - Business Manager - Deputy Principal (portfolio leader) - HOD Inclusion - HOD Engagement - Guidance Officers	Resourcing Professional development - 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.		Monitoring				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.	AIP measurable/desired outcomes: - Parent School Opinion Survey - This school keeps me well informed > 80% 2026 Year 7 enrolment target: 125 students - 75% of priority feeder school enrolments from Acaia Ridge, Coopers Plains and Sunnybank State School transition to SSHS. - Social media followers increase by 10%. - Signature Programs enrolments (new to school) > 25. - Improvement in Year 10 to 12 retention.
		T1	T2	T3	T4		
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.							
Actions: - Establish and consistently maintain targeted communication strategies to keep parents, carers and priority education partners informed about school activities, policies and student achievements. - Focused development of priority Primary partnerships to strengthen school profile in the community and support positive Year 6 into Year 7 transition. - Implement Sunnybank State High School Volleyball Academy and investigate opportunities for additional Signature Programs. - Consolidate priority education partnerships (Inner City Schools Cluster) to increase student access to learning of interest. - Develop a review model for ‘additional to core business programs’ to measure impact on student outcomes and post-school pathways.						Responsible officer(s): <i>Principal</i> <i>Business Manager</i> <i>Deputy Principal (portfolio leader)</i> <i>HOD Senior Schooling</i> <i>HOD SunnyFutures</i> <i>HOD Engagement</i>	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 Supervisor	

