

SUNNYBANK STATE HIGH SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN



<p>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.</p> <p>Strategies</p> <ul style="list-style-type: none"> Strengthen the capabilities of school leaders to be agile instructional experts with a focus on school improvement and student success. Shift from curriculum development to curriculum refinement, with a focus on impact. Embed Reading through the Australian Curriculum by aligning teaching practices, unit design, and staff capability development to strengthen students' reading skills in every subject area. Progress staff data literacy from 'using data' to actively interpreting and applying it to determine instructional practises. 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. Broaden QLearn integration to support digital curriculum delivery and personalised learning. 	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring				T1	T2	T3	T4					<p>Long Term Measurable/desired outcomes</p> <ul style="list-style-type: none"> 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 are supported across all learning areas. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 100% SLT engage in Leaders of Learning Program. A-C Data > 85%; A-B Data > 40% 100% of staff embedding Explicit Vocabulary Instruction in teaching and learning sequence. 100% of staff engage with achievement data to monitor student progress. 100% of staff access Learning Lounges to enhance pedagogical practise. 100% of staff participate in observation and feedback sessions. QLearn Digital Learning is available for all student in Year 7-8 and 10-11 in all learning areas.
Monitoring															
T1	T2	T3	T4												
<p>Actions:</p> <ul style="list-style-type: none"> Consolidate instructional leadership capability of HODs through targeted coaching cycles that build their skills in leading pedagogy, ensuring consistency across all faculties. Implement curriculum review cycles that evaluate learning plans for alignment (AC9 & QCAA) to ensure curriculum delivery is rigorous, relevant, and responsive to student learning needs. Consolidate staff capability in explicit vocabulary instruction and establish agreed explicit routines for the teaching of reading consistently applied across all subjects. Establish cross-faculty data collaboration forums, supported by data expertise, to turn data insights into tangible refinements in instructional practice. Renew focus on effective high-impact teaching strategies through Learning Lounges and sharing-of-practice sessions. Initiate our Feedback Framework to support teachers to refine their own practice through observations, self-reflection and collaborative planning conversations. Continue to develop the capability for staff to utilise QLearn as a digital learning tool, with a focus on whole school implementation. 		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> Principal Deputy Principal (portfolio leader) Deputy Principals (through HOD LMM) Heads of Department 	<p>Resourcing</p> <p>Professional development - Instructional Leadership; Explicit Teaching of Reading; New and Beginning Teacher Program; Middle Leaders Program; High Impact Teaching Strategies, Reflective Practise & Coaching, Data Literacy.</p> <p>Provision of Time - Curriculum Planning; Collaration time, Targeted Professional Development.</p> <p>Human Resources - Digital Pedagogy Coach.</p>												
<p>School priority 2: Empowered Learners We cultivate personal excellence, inspiring students to take an active and engaged role in their own learning journeys.</p> <p>Strategies</p> <ul style="list-style-type: none"> Formalise a school-wide approach to inclusion so that every student experiences equitable access, tailored support and a sense of belonging in their learning. Transform inclusive practice by leveraging the Inclusion Team as expert learning leaders who drive evidence-based differentiation and build teacher confidence in meeting diverse student needs. Increase clarity and confidence in the purpose of Student Services so students benefit from stronger, more coordinated and responsive wrap-around care. Strengthen student engagement through a Multi-Tiered System of Support (MTSS) and evidence-based belonging practices to ensure every student feels connected, capable and motivated to participate fully in learning. Consolidate Positive Behaviour for Learning (PBL) Framework as a school wide approach to maintain high expectations for learning and engagement. Deepen House Culture Strategy with expanded leadership, identity and participation opportunities. 	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring				T1	T2	T3	T4					<p>Measurable/desired outcomes</p> <ul style="list-style-type: none"> 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 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 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 (SWD, FN, OOH, EALD) achievement data targets: ENG & MAT > 75% Whole school attendance target > 90% Truancy data reduction target - 10% reduction – Whole School & Priority Groups Reduction in behaviour referrals and student disciplinary absences. Student School Opinion Survey <ul style="list-style-type: none"> Student behaviour is well managed. >50% I can talk to my teachers about my concerns. <50% Staff School Opinion Survey <ul style="list-style-type: none"> I feel that staff morale is positive at this school >65% Student behaviour is well managed. >65%
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<p>Actions:</p> <ul style="list-style-type: none"> Develop whole school clarity of roles: HOI, Access Advisors, Teacher Aides, Curriculum HODs and Teachers. Continue to strengthen staff understanding of inclusive practises through capability development, modelling and in-class support. Formalise Student Services processes with clear escalation pathways and role accountability to ensure timely, coordinated and effective student support. Strengthen staff capability to apply targeted belonging practices so all students feel connected, supported and engaged in learning. Use behaviour data to identify patterns and refine PBL implementation so interventions are targeted, preventative and responsive to emerging needs. Create meaningful student leadership pathways aligned to house structure. 		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> Principal Business Manager Deputy Principal (portfolio leader) HOD Inclusion & Engagement Guidance Officers 	<p>Resourcing</p> <p>Professional development - Student Belonging, Differentiation.</p> <p>Human Resources - HOD Engagement; Head of House Positions; FlexiSpace Staff; PBL Coach.</p> <p>Physical Resources – Student Support Centre Upgrade.</p>												
<p>School priority 3: Connected Community We foster a positive school culture by encouraging collaboration and building genuine partnerships.</p> <p>Strategies</p> <ul style="list-style-type: none"> Develop and implement a communication strategy that promotes effective communication, strengthens relationships, and enhances the school's profile. Reimagine community engagement as a core pillar of our identity by actively inviting families, alumni, partners and local organisations into collaborative, inclusive experiences that enrich learning and strengthen belonging. Strengthen partnerships that broaden opportunities and enhance success for our students. Prioritise distinctive signature programs that broaden and enrich the student experience. Investigate the effectiveness of all resource allocations to ensure they maximise benefits for student learning and pathways. 	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring				T1	T2	T3	T4					<p>Measurable/desired outcomes</p> <ul style="list-style-type: none"> 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. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Parent School Opinion Survey <ul style="list-style-type: none"> This school keeps me well informed > 85% 2027 Year 7 enrolment target: 115 students - 75% of priority feeder school enrolments from Acacia 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.
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<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>												