

Sunnybank State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

The staff and students of Sunnybank State High School acknowledge the Traditional Custodians of the land on which the school is built and pay respect to their Elders past and present.

About the school

Education region	Metropolitan South Region
Year levels	Years 7 to 12
Enrolment	688
Indigenous enrolments	7.3%
Students with disability	22.3%
Index of Community Socio-Educational Advantage (ICSEA) value	944

About the review

 3 reviewers from 13 to 15 May 2024	 131 participants	 68 school staff
 45 students	 7 parents and carers	 11 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda 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.</p> <p>Domain 4: Targeting school resources Create a contemporary workforce plan, with regional support, to deliver the school's strategic agenda and ensure sustainability of school operations.</p> <p>Domain 7: Differentiating teaching and learning Strengthen the whole-school vision for inclusive education to support staff understanding of their role in implementing inclusive practices.</p> <p>Domain 8: Implementing effective pedagogical practices Prioritise professional learning opportunities for leaders and teachers to strengthen their knowledge and understanding of the 3 principles of pedagogy in determining effective pedagogies.</p> <p>Domain 7: Differentiating teaching and learning 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.</p> <p>Domain 2: Analysing and discussing data 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.</p>

Key affirmations



The multi-cultural diversity of students and staff is recognised by many as a positive aspect of the school.

Staff and students describe a clear sense of belonging and connection to the school. The student leadership body is made of up highly motivated, articulate and respectful students who speak proudly about their school and cultural identity. Students and staff recognise the importance of opportunities to celebrate student achievements and the significance of traditional events such as Harmony Day and the police versus students' soccer competition. Parents recognise the supportive and positive culture for learning provided by staff.



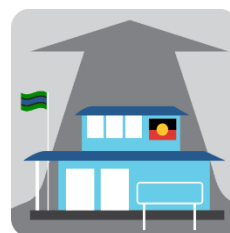
Staff identify the strong congenial and collegial culture is an important factor in their professional satisfaction.

Leaders and teachers recognise the importance of collegial engagement and intentional collaboration. Numerous leaders and staff speak of their established personal connections with professional networks and colleagues. Leaders indicate there are distinct induction programs for new to the school and beginning teachers. Teachers comment positively on the professional trust and express this has led to increased transparency of practices and enhanced sharing of teaching expertise. Staff express they appreciate that their wellbeing is supported by faculty peers and activities offered by a staff wellbeing committee.



Leaders describe strong local connections and multiple community relationships that have been forged over many years.

Staff talk about parents as integral partners in their child's education. Parents and community members speak confidently about the school's respected place in the community. Staff describe the Parents and Citizens' Association (P&C) as a valued supporter of the school. Many co- and extra-curricular activities involving many disciplines are made possible by the generous support of multiple external organisations and businesses. High numbers of students who progress through the 'Sunny Futures' program find full-time employment or enrol in further education. This program is a repeat finalist in the Queensland Training Awards. Leaders indicate that a strong alumnus pursues ongoing involvement with the school.



The school motto, 'Many ways to excellence', projects the long-standing commitment of leaders and staff to ensure every student is achieving.

Leaders and staff express a commonly shared belief in a sense of optimism to realise the potential of the school as a progressive and high-performing place of learning. The principal expresses a deep commitment to work with leaders and staff to stabilise leadership and collectively build future plans and actions. Teachers articulate the need to commit to continuous improvement of teaching, and to further develop their knowledge and skills to improve student learning. They speak with pride of the learning achievements of their students.