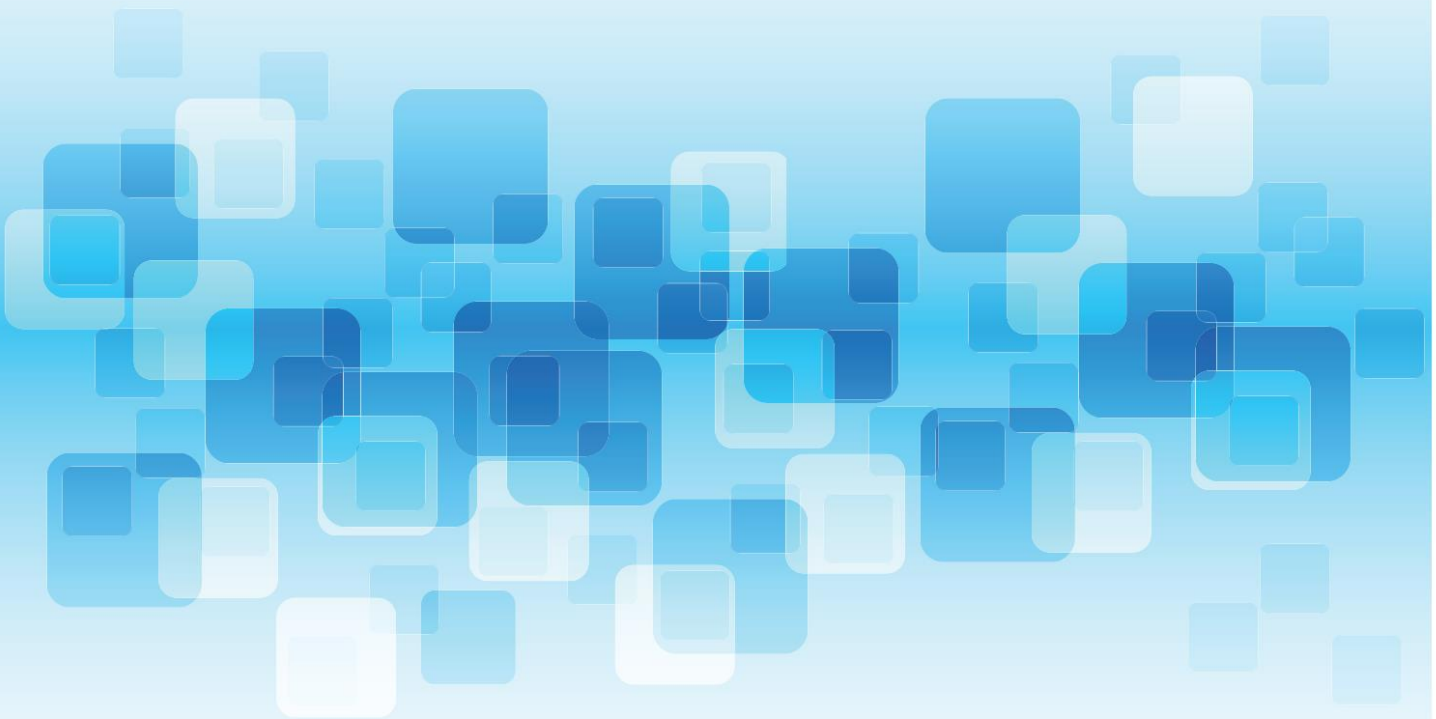




School Improvement Unit Report

Sunnybank State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Sunnybank State School from 29 October to 2 November 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	50 Eddington Street, Sunnybank
Education region:	Metropolitan
The school opened in:	1959
Year levels:	Prep to Year 6
Current school enrolment:	334
Indigenous enrolments:	4.1 per cent
Students with disability enrolments:	3.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1060
Year principal appointed:	2008
Number of teachers:	16.78 (full-time equivalent)
Nearby schools:	Sunnybank Hills State School, Runcorn State School, Sunnybank State High School, Robertson State School, Coopers Plains State School
Significant community partnerships:	Sunnybank Anglican Church, Sunnybank State High School, Kyabra Community Support Group, Chinese Language School, Korean Church and Language School
Unique school programs:	Sunny Starters Program, Language Acquisition Program (LAP) class



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principal
 - Master teacher, literacy coach, English as an Additional Language or Dialect (EAL/D) teacher
 - 15 teachers and Special Education Program (SEP) teacher
 - Guidance officer
 - Chaplain
 - Business Services Manager (BSM)
 - 11 teacher aides
 - Two administration staff
 - Grounds and facilities officer and two cleaners
 - 25 students
 - Ten parents

1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
David Curran	External reviewer
Ken Rogers	External reviewer



2. Executive summary

2.1 Key findings

- The school is characterised by positive caring relationships between staff, students and parents.

The school recognises and celebrates the rich cultural diversity of the student population. The focus on behaviour and the adoption of a common pedagogical approach in all classrooms, using Explicit Instruction (EI) processes, has established a strong learning culture for student engagement and learning.

Parents report that the school has effective, courteous and timely communication processes that keep them informed of student programs, processes and results. The school has invested in the support and wellbeing of staff, which is reflected in the strong satisfaction of staff morale in the School Opinion Survey 2015.

- The school has an explicit improvement agenda.


The school has developed a sharp and narrow improvement agenda focused on reading. In order to drive a broader agenda, there needs to be greater clarity surrounding roles and responsibilities, purpose, communication and accountabilities of school leaders.

- Many staff are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their knowledge.

The existing management structure consists of general staff meetings, the Leaders Forum which involves some staff, and data conversations for teachers with the deputy principal and literacy coach. Sharing of information and collaboration for action within year levels is apparent. School leaders acknowledge the need for greater integration of information and data sharing across year levels.

- There is evidence that school leaders are committed to the school-wide analysis and discussion of systemically collected data in student outcomes, including academic, attendance and behaviour.

Teachers are focused on improving their data literacy to inform teaching and learning. An analysis of reading achievement and progress through the year levels is tracked and displayed for staff. Individual teachers can discuss the progress of individual students in their class. Data meetings are conducted twice a term between the deputy principal and individual teachers where achievement data of students is reviewed.

- 
- The school has developed a template for staff to be provided with feedback about their use of the EI approach. Classroom teachers are open to receiving feedback on their teaching.

There is some informal mentoring or coaching arrangements in place. A systematic approach to observe and provide feedback to teachers that is followed-up with a systematic coaching model is yet to be developed. Watching Others Work is planned as a strategy to share practice in 2016.

The school has introduced group learning goals as part of the approach to teaching guided and shared reading and fluency across the school. There is some evidence of individual student learning goals.

- There is a strong belief that all children are capable of learning.

While staff recognise that students are at different stages in the learning process and the need for the differentiation of reading and writing, the use of differentiated teaching is yet to be embedded consistently across the school.

There are some exemplar practices of differentiating effectively for students. Enrichment offerings include Brisbane School of Distance Education online programs, external local programs and national competitions.

- The school has developed a range of quality partnerships with local community organisations, schools and parents.

The school has developed positive relationships with local early childhood providers. The *Sunny Starters* early childhood initiative is providing mutual benefit for pre-prep students, their parents and students involved from Sunnybank State High School.



2.2 Key improvement strategies

- Refine, communicate and operationalise the roles and responsibilities of key staff members to provide clarity for staff members around agreed leadership roles and accountabilities.
- Refine and embed a strategic approach to the development and implementation of a supervisory framework and build school leaders' instructional leadership to develop a feedback culture across the school.
- Provide regular, planned opportunities for data analysis at whole school, year level, class and individual student level.
- Ensure the clear alignment between the school improvement agenda, consistent implementation of high-yield teaching strategies, professional development and a sustainable, systematic coaching, modelling and mentoring program.
- Develop evidence-based strategies to improve classroom teacher capability to adjust the learning program for the full range of students, with a particular focus on the high achieving students.
- Further develop teachers' capacity to provide quality student feedback in order to enhance student ownership of their learning and to assist them to develop personal learning goals.