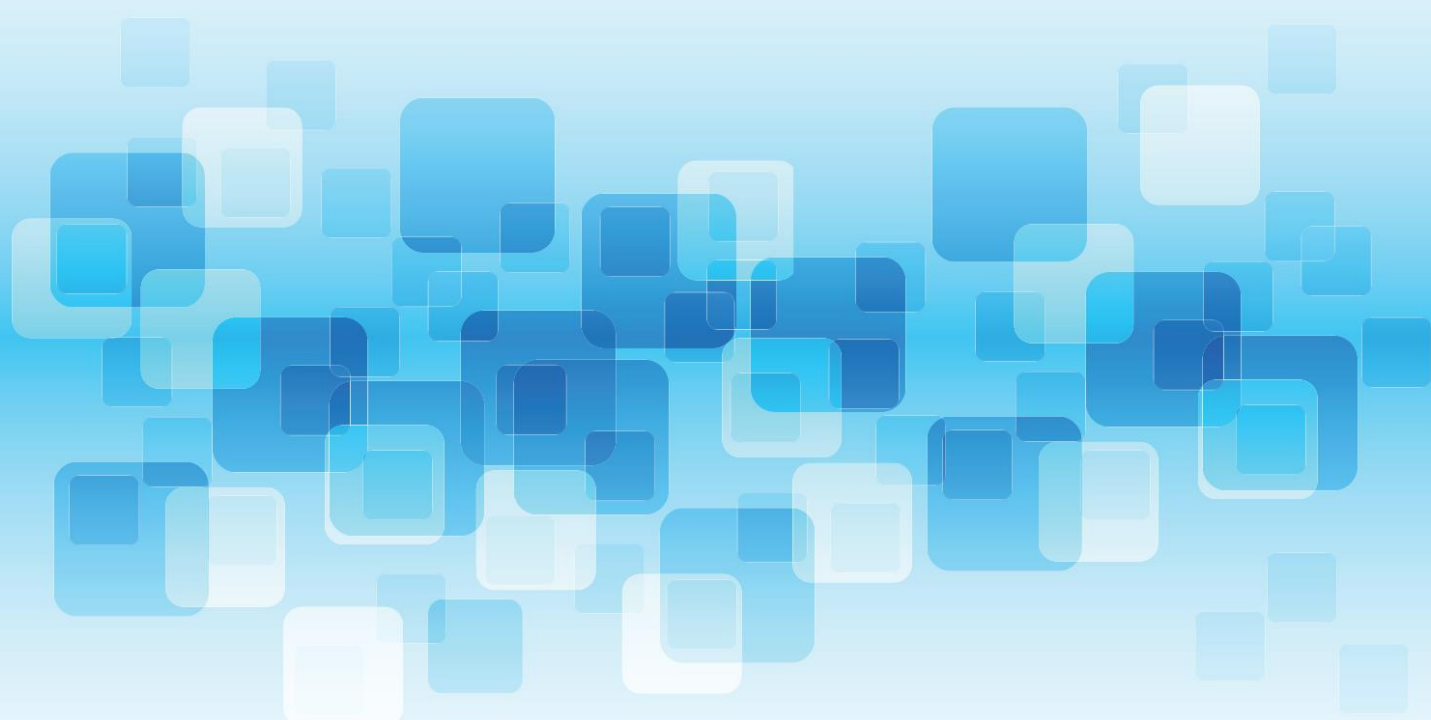




School Improvement Unit Report

Sunnybank State School





1. Contents

1. Introduction.....	3
1.1 Background.....	3
1.2 School context.....	3
1.3 Review methodology.....	4
1.4 Review team.....	4
1.5 Reading the Report.....	4
2. Executive summary.....	5
2.1 Key findings.....	5
2.2 Key improvement strategies.....	7
3. Findings and improvement strategies against the domains.....	8
3.1 An explicit improvement agenda.....	8
3.2 Analysis and discussion of data.....	10
3.3 A culture that promotes learning.....	12
3.4 Targeted use of school resources.....	14
3.5 An expert teaching team.....	16
3.6 Systematic curriculum delivery.....	18
3.7 Differentiated teaching and learning.....	20
3.8 Effective pedagogical practices.....	22
3.9 School and community partnerships.....	24
4. Follow-up timelines.....	26

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

1.5 Reading the Report

The executive summary outlines key findings of the review of this school. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



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.

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- 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.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

Students enrolled at the school are drawn from over 30 Brisbane suburbs. The school has significant cultural diversity with a large number of students coming from homes where English is not the first language.

The school has articulated reading as its first priority for improvement, coupled with pedagogical reform. These imperatives are well known across the school and articulated by all staff.

Although there is an expressed commitment to improvement, this is not reflected in a high level of commitment to reform by all members of the leadership group.

There is a lack of clarity surrounding roles and responsibilities, purpose, communication and accountabilities with respect to the explicit improvement agenda for members of the administration and middle management teams along with the newly formed Leaders forum.

The deputy principal has taken on a significant leadership role and has led the reform in the teaching of reading and supporting pedagogical reform. The school has adopted a gradual release of responsibility model. This is evident in all classrooms to varying degrees of implementation.

This year, the school has implemented a Learning Acquisition Program (LAP) class. This small class caters for students that have recently arrived in Australia with limited or no English. The aim is that when these students have reached a degree of English proficiency (PM level 20) they will join a mainstream class. There has been limited measurement of the success of this class. The principal indicates that this class will not continue in 2016.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, NAPLAN data targets 2018, literacy framework, numeracy plan, Sunnybank reading program, professional development program 2015, OneSchool unit planning, school roles and responsibilities flowchart, explicit instruction handbook, staff handbook, curriculum planning documents, developing performance plan for teacher aides, various school documentation, school website, school newsletters, budget overview, pedagogical framework, staff, student and leadership team interviews, school professional development days.



Improvement strategies

Refine, communicate and operationalise the roles and responsibilities of key staff members to provide clarity around agreed leadership roles and accountabilities.

Align the roles and responsibilities of staff with the annual developing performance review process, the professional learning agenda and target the school improvement agenda.

3.2 Analysis and discussion of data

Findings

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

There is an annual data schedule, which highlights the assessment and diagnostic tools to be collected for students' portfolios, standards to be achieved and targets for each year level. The schedule details the plan for the regular collection of student achievement data in English. Assessments include PM Benchmark, I Can Mathematics, Fountas and Pinnell and Words Their Way.

Teachers use data collected to inform their teaching and for whole class, small group and individual differentiation.

Teachers are focused on improving their data literacy to inform teaching and learning. OneSchool is used as the central collection point for data. Class dashboard is used by teachers to group students.

An analysis of reading achievement and progress through the year levels is displayed in the staff room and on cohort data walls. Individual teachers are able to 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. Students from some classrooms know their reading levels. The students know and are able to articulate their reading goals.


A comprehensive data wall highlighting student achievements in behaviour is displayed in the school's foyer.

Achievements in learning are celebrated both in the classrooms and on school parades.

National Assessment Program – Literacy and Numeracy (NAPLAN) 2015 results indicate that Year 5 is below Similar Queensland State Schools (SQSS) in all five areas. All strands declined in 2015, in comparison to 2014 scores. Year 3 data is similar to SQSS in three areas and below in reading, and grammar and punctuation. The 2015 NAPLAN data has been shared with the school's Parents and Citizens' Association (P&C).

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, NAPLAN data targets 2018, literacy framework, numeracy plan, Sunnybank reading program, professional development program 2015, OneSchool unit planning, school roles and responsibilities flowchart, explicit instruction handbook, staff handbook, curriculum planning documents, developing performance plan for teacher aides, various school documentation, school website, school newsletters, budget



overview, pedagogical framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Provide regular, planned opportunities for data analysis at whole-school, year, class and individual student level.

3.3 A culture that promotes learning

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 current attendance rate is relatively high at 93.2 per cent of the school year, however 15.1 per cent of students are attending for less than 85 per cent of the school year.

The school has low numbers of school disciplinary absences and staff, parents and students report strong satisfaction generally with student behaviour.

Behaviour has been a key focus area for the school with explicit teaching and follow up of the three school rules, *'Act Safely; Be Respectful and Care'*. Positive classroom and playground behaviour is recognised and rewarded using ClassDojo points and students strive to be highlighted as bronze, silver or gold awardees throughout the year. The school is preparing to implement the Positive Behaviour for Learning (PB4L) program in 2016.

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 support and wellbeing of staff, which is reflected in the strong satisfaction of staff morale in the School Opinion Survey (SOS) in 2015.

Staff indicate that a strength of the school is the willingness of staff to share ideas and resources. This has reportedly resulted in strong collegial and professional relationships between staff. Although there is no formal instructional leadership process in place across the whole school, some peer mentoring has been initiated.

The school is well-maintained and is set in an attractive physical environment with multiple play areas for both indoor and outdoor activity.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, NAPLAN data targets 2018, literacy framework, numeracy plan, Sunnybank reading program, professional development program 2015, OneSchool unit planning, school roles and responsibilities flowchart, explicit instruction handbook, staff handbook, curriculum planning documents, developing performance plan for teacher aides, various school documentation, school website, school newsletters, budget



overview, pedagogical framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Implement opportunities for experienced qualified staff to share teaching expertise and coach and mentor other staff.

Build on the current platform of positive student engagement to enhance the amount of challenging and innovative teaching and learning for staff and students.

3.4 Targeted use of school resources

Findings

The spacious school grounds are neat with well-maintained facilities. Various classes keep and maintain gardens to enhance the appearance of the school. A small environmental area is maintained and is being enhanced through a program led by the school's chaplain.

Technology is used effectively to enhance learning. Computers are located in classrooms along with a pod in the school's library. Two banks of laptops are also available for class use along with a number of iPads. The school has recently updated its capacity to connect to the network.

Some learning spaces are organised for whole group work, small group work and individual work.

The English as an Additional Language or Dialect (EAL/D) teacher provides a full-time service to the school. Her contribution is valued by the school community and contributes to the acquisition of English by the students, as well as providing a point of contact for parents, especially those who have recently arrived in Australia.

The school has a newly constructed resource centre, incorporating a library and technology centre. This bright and attractive centre is well-utilised by staff and students.


Teacher aides are utilised primarily to support the learning of students. A flying squad has been established, which visits each class to support guided reading. They receive timely training in literacy and numeracy. Each week the teacher aides meet with the deputy principal, who provides them with guidance and professional development activities, related to the school's explicit improvement agenda. These meetings are highly valued by the teacher aides.

At the time of the review, the school's bank account showed a total of \$422 346. This included \$113 627 of provisions, including \$32 887 for security cameras. The budget is developed by the principal in consultation with the Business Services Manager (BSM). The two items of explicit improvement agenda do not feature prominently in the budget. The school's budget is endorsed by the school's P&C.

Great Results Guarantee (GRG) funds have been utilized for the advancement of the school's explicit improvement agenda. The school's LAP class has been funded through the GRG funding.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, NAPLAN data targets 2018, literacy framework, numeracy plan, Sunnybank reading program, professional development program 2015, OneSchool unit planning, school roles and responsibilities flowchart, explicit instruction handbook,



staff handbook, curriculum planning documents, developing performance plan for teacher aides, various school documentation, school website, school newsletters, budget overview, pedagogical framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Collaboratively develop and publish the school budget utilising consultative processes with staff and parents. Devolve aspects of management of the school budget to staff members.

Align the school budget to include allocations to support the school's explicit improvement agenda and ensure cost centre plans align with planned expenditure.

3.5 An expert teaching team

Findings

The Annual Implementation Plan (AIP) priorities identify teaching as integral to improving student learning outcomes in the explicit improvement agenda with reading at its centre. The core priorities of reading, numeracy, and writing place a high priority on staff development in planning and delivery, and building staff capacity in instructional practice. School leaders identify current practice, the evidenced research base and strategies for future actioning.

The school leaders are seen as supportive of and developing their involvement in the day-to-day practice and learning of teachers. Both school leaders and teachers speak of their collective responsibility for ensuring successful student learning outcomes.

Classroom teachers are open to receiving feedback on their teaching. Observation and feedback is provided for teachers in regards to a pre-determined list of school priorities largely in regards to the preferred pedagogical approach of EI and reading. Classroom walkthroughs occur on an irregular basis.


A systematic approach of observation and feedback for teachers that is supported by a coaching model is yet to be developed. There is limited evidence of a whole-school professional learning plan that specifically aims to develop the teachers and the leadership team capability in coaching and mentoring.

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 structure of general staff meetings, the Leaders forum for some staff and data conversations with the deputy principal and literacy coach, provides little evidence of a formal structure for capitalising and sharing of teacher knowledge and expertise.

Watching others work is planned as a strategy to share practice in 2016. Teachers are open to constructive feedback and provide feedback to colleagues, although there is no evidence of a formal mentoring or coaching arrangement in place.

The school leaders have constructed a professional learning plan to map professional learning over the four terms for 2014 and for this year. There is little evidence of a coordinated and consistent approach to professional learning with a range of topics listed under twilight PDs, Student Free Days (SFD), staff meeting PD and class visit. The SFDs this year focused on writing, professional development planning in cohort teams using the new live template and a range of administrative issues.

In 2014, all teaching and relevant non-teaching staff engaged in the annual developing performance planning which informed the broad professional development focus for the school. Teachers have undertaken the self-assessment tool of the Australian Institute for Teachers and School Leadership (AITSL). This process was followed-up with a one on one reflection session with the principal for all teaching staff in 2014. Teaching staff are yet to start the process for this year.



Non-teaching staff have engaged with the process and have met with the deputy principal and the BSM on multiple occasions in most cases.

When there are two year level classes (and in the case of year 5, year 5/6 and year 6) there is evidence of horizontal sharing of information and collaboration for action. School leaders acknowledge the need for greater vertical integration of information and data sharing other than the general staff meetings.

The school has a documented orientation and induction program with a leadership team checklist. There is a staff handbook. Teacher aides are engaged in an ongoing development process with a sustained and robust orientation and induction process for new staff. As there has been minimal teaching staff turnover, the development of a robust and ongoing process for beginning teachers, new and returning teachers has been a low priority.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, NAPLAN data targets 2018, literacy framework, numeracy plan, Sunnybank reading program, professional development program 2015, OneSchool unit planning, school roles and responsibilities flowchart, explicit instruction handbook, staff handbook, curriculum planning documents, developing performance plan for teacher aides, various school documentation, school website, school newsletters, budget overview, pedagogical framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Refine and embed a strategic approach to the development and implementation of a supervisory framework. Build school leaders instructional leadership to develop a feedback culture across the school.

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 a robust induction process for beginning, new and returning teachers in the event of a changeover in this experienced and long term staff.

3.6 Systematic curriculum delivery

Findings

The school utilises the Australian Curriculum (AC), Curriculum into the Classroom (C2C) and the P-12 Framework. C2C units, assessment tasks and guides to making judgement are adapted by some teachers and adopted by others. Curriculum delivery is designed to meet the needs of the range of students including those with disabilities, learning difficulties and from EAL/D backgrounds.

A strategic approach to curriculum delivery is managed by the middle management team and led by the deputy principal in concert with the master teacher, the Support Teacher Literacy and Numeracy (STLaN) and the literacy coach.

There is curriculum, assessment and reporting documentation that identifies curriculum, teaching and learning priorities and requirements. Teachers are able to articulate the school expectations and priorities and how these priorities determine their planning and implementation processes in the classroom. There is an understanding and commitment to delivering on the key improvement priority of reading in all classes.


The school leadership team ensures that reading remains the focus for discussions and teachers and teacher aides are supported with relevant professional development. Most teachers have a basic understanding of balancing their assessment practices to include diagnostic, formative and summative assessment.

Several programs are being used to deliver reading and comprehension. They include Sheena Cameron's¹ comprehension strategies and Comprehension Accuracy Fluency Expanding Vocabulary (CAFÉ) approach. Learning goals for reading are evident in classrooms and are either for class, groups and individuals.

There is a consistent approach to planning through common expectations for adapted C2C units of work, assessment and the analysis and application of data.

The school has in place a process to ensure the curriculum meets the requirements of AC through unit planning sessions before the end of each term for the next term with the deputy principal, literacy coach and the master teacher. This practice ensures some attention being given to the 'vertical' alignment of curriculum in order that there is continuity and progression of learning across the current years of Prep to Year 6, with learning in each year building on to and extending learning from previous years. There is planning for next year to map Year A and Year B to enact this process.

¹ Cameron, Sheena 2009, *Teaching Reading Comprehension Strategies: A Practical Classroom Guide*, Pearson, New Zealand.



It appears evident that the school is delivering the full scope of the mandated curriculum and expectations of learning. At this stage, there is not a quality assurance process to ensure that the intended curriculum is the enacted curriculum.

Teachers express agreement about clarity and consistency of curriculum expectations. Professional development and training was provided this year to enable curriculum planning for units on OneSchool. Teachers are comfortable with the processes for planning and the formats used and are able to successfully show and speak about how this is current practice.

Moderation practices are formalised and in 2015 occurred in groupings of year levels once a semester. There are plans to increase this to once per term in 2016. There are plans to develop relationships with other schools to further improve practices in regards to moderation and pedagogy through shared practices. Teachers are able to speak about outcomes from this process.

School leaders have reflected on the school's planning practices and curriculum delivery of the intended curriculum and are aware of the need to adjust current practices. There is awareness of the need to further build capacity to provide differentiated practices across key learning areas and to consolidate consistency of planning across year levels and an alignment of curriculum delivery throughout the school.

School leaders promote the embedding of cross-curricula skills such as literacy, numeracy and higher order thinking but this is not evident across all classrooms.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, NAPLAN data targets 2018, literacy framework, numeracy plan, Sunnybank reading program, professional development program 2015, OneSchool unit planning, school roles and responsibilities flowchart, explicit instruction handbook, staff handbook, curriculum planning documents, developing performance plan for teacher aides, various school documentation, school website, school newsletters, budget overview, pedagogical framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Ensure supervision and feedback systems are in place to quality assure the consistency and delivery of the enacted curriculum.

Extend internal moderation to moderating with similar schools.

3.7 Differentiated teaching and learning

Findings

Teaching practices across the school reflect the belief that students are at different stages in their learning and progressing at different rates. Teachers work at understanding where students are in their learning.

Regular assessment of student learning is undertaken. It is unclear if these data sets consistently influence pedagogical practice.

While there is a recognition by staff that students are at different stages in the learning process and the provision of differentiation of reading and writing on OneSchool class dashboard, the use of differentiated teaching is yet to be embedded across the school. There are some exemplar practices for differentiating effectively for students.

School leaders encourage teachers to tailor their teaching to student needs. Class teachers develop differentiation through their classroom lesson plan with attention to the range of students. A LAP class has been formed with Year 3 to Year 6 students identified as needing significant intensive language development. These students move out of the LAP class when they reach the target of around PM Benchmark Level 20 to join a mainstream class. There would appear to be the need for tracking of these students and review processes to provide evidence of the efficacy of the program.


The STLaN is a trained Gifted Education Mentor (GEM) and has been tasked to develop differentiated practices using Mathletics through GRG funding. There is evidence of structural differentiation and extension to challenge and stretch students through the utilization of the program such as Mathletics and competitions.

A documented gifted and talented strategy is in place, however the current strategy needs to be updated and communicated. There is little evidence throughout the school to support more able students outside of ability groups or encouragement of additional students to reach the upper two bands.

Learning goals are a feature with significant evidence of their incorporation in pedagogical practice at the classroom level across all year levels in reading. Students generally are able to articulate these goals at a classroom and individual level.

There is systematic use of assessment instruments (standardised assessment and teacher-developed assessment tools) to establish where individuals are at in their learning and to adjust pedagogy and the curriculum to differentiate learning at the classroom level. Some students require significant adjustments to their learning programs. Individual Curriculum Plans (ICP) are being progressed for all verified students. This work has been impeded by access to specialist staff to lead and support classroom teacher understanding and implementation of ICPs.

There is a strong belief that all children are capable of learning. There is a range of school and externally supported programs to engage students in areas of interest. These



enrichment offerings include Brisbane School of Distance Education online programs, external local programs and national competitions.

There are some targeted programs for identified groups which includes Indigenous, EAL/D and refugee students. Harmony Day is celebrated and there is a pervasive sense of multicultural diversity that is respected.

The school has a system in place to refer students with needs to the Student Welfare Committee. This team includes the principal, the special education program teacher, the guidance officer, STLaN and some classroom teachers. Individual students are referred through a basic referral process and are monitored and tracked by the committee.

The Special Education Program (SEP) is staffed by a teacher and teacher aides. The vision for the program, its direction and operating principles are clear. Parents are satisfied with the programs offered through the SEP. ICPs are developed for verified students at this time. There is clarity around who writes and monitors the plan.

Both the SEP teacher and Year 4 teacher are Quality Schools Inclusive Leaders (QSIL) mentors and plan to team teach in classrooms for delivery of differentiated programs through a 'tiered task' model incorporating assistive technology.

There is clear evidence of ongoing communication between teachers and parents regarding progress of student outcomes. Parents are encouraged to attend parent information nights and parent/teacher interviews in Term 1 and Term 3. Written reports are provided for parents and students in Term 2 and Term 4. Reporting to parents has a consistent protocol that includes identifying student progress through A to E with comments on behaviour and effort.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, NAPLAN data targets 2018, literacy framework, numeracy plan, Sunnybank reading program, professional development program 2015, OneSchool unit planning, school roles and responsibilities flowchart, explicit instruction handbook, staff handbook, curriculum planning documents, developing performance plan for teacher aides, various school documentation, school website, school newsletters, budget overview, pedagogical framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

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.

Ensure differentiation practices in all classrooms are aligned with the Individual Curriculum Plans in line with department policy and that supervision of the process is allocated to a senior school leader.

3.8 Effective pedagogical practices

Findings

School leaders and staff recognise that highly effective teaching is the key to improving student learning throughout the school.

The school has a published pedagogical framework. All classrooms exhibit the artefacts associated with the agreed EI approach, such as We are learning to (WALT), What I'm looking for (WILF) and This is because (TIB) and the gradual release of responsibility model – I Do, We Do, You Do.

Staff and students recognised the value derived from having a common program for teaching and learning for staff and students.

The implementation of the pedagogical framework is at a formative stage with significant work required to build ownership, understanding and commitment and embed it as a key driver.

The master teacher and the literacy coach work with staff to enhance their understanding of the school-wide approach to reading and how explicit teaching practices can enhance teacher effectiveness.

Students indicated that they receive feedback from their teachers, however a school wide statement of expectations regarding frequency and types of feedback was not evident at the time of the review.

The school has developed a template for staff to be provided with feedback about their use of the EI approach. However, there is only limited evidence of a planned, cyclical approach to modelling, evaluating and providing feedback on classroom teaching other than through reading programs.

The school has introduced group learning goals as part of the approach to teaching guided and shared reading and fluency across the school.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, NAPLAN data targets 2018, literacy framework, numeracy plan, Sunnybank reading program, professional development program 2015, OneSchool unit planning, school roles and responsibilities flowchart, explicit instruction handbook, staff handbook, curriculum planning documents, developing performance plan for teacher aides, various school documentation, school website, school newsletters, budget overview, pedagogical framework, staff, student and leadership team interviews, school professional development days.



Improvement strategies

Strengthen the school's current focus on delivering high quality reading programs for all students by implementing regular quality assurance processes to monitor teaching inputs and learning outputs across the curriculum.

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.

3.9 School and community partnerships

Findings

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

Community organisations and other schools indicated that Sunnybank State School was easy to work with and keen to maintain and develop partnerships that could assist their students. The school has established programs for students and parents through organisations such as the Anglican Church Care group, Kyabra Community Support Group and through the network facilitated by the school chaplain.

The chaplaincy program provides breakfast for students a number of times throughout the week.

Parents and families are recognised as integral members of the school community and the efforts made by staff, to keep parents informed of student learning programs and student progress, is appreciated by parents.

The school has a productive relationship with the local state high school – Sunnybank State High School (SSHS), and is exploring ways to develop a greater emphasis on transition programs as well as orientation activities for students. The school has also arranged for some students to access specialist programs at MacGregor State High School

The school has developed positive relationships with local early childhood providers and the Sunny Starters early childhood initiative is providing mutual benefit for pre-prep students, their parents and the students involved from SSHS. The school is implementing the Abecedarian approach to promote literacy for the Sunny Starters. Students from SSHS along with staff from Sunnybank State School and local child care providers have been trained in this approach and work cooperatively to implement it in their settings.


The school has a long standing and effective P&C which manages a canteen to provide tuckshop for students three days each week and runs a uniform shop to assist parents. The P&C also runs a successful fireworks spectacular and other events to raise welcome funds, for targeted projects within the school.

The school has a quality music program including strings, band and choirs. The school participates in a number of community events including *Singfest* and perform at the local shopping centre singing Christmas carols.

The school makes rooms and resources available to local cultural and church groups on a regular basis.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators,



school improvement targets, NAPLAN data targets 2018, literacy framework, numeracy plan, Sunnybank reading program, professional development program 2015, OneSchool unit planning, school roles and responsibilities flowchart, explicit instruction handbook, staff handbook, curriculum planning documents, developing performance plan for teacher aides, various school documentation, school website, school newsletters, budget overview, pedagogical framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Regularly review and refine current partnerships with community organisations and schools to ensure that they continue to provide relevant, quality programs for students.



4. Follow-up timelines

- School to publish this report on their website within two weeks.
- School to meet with the assistant regional director to discuss review findings and improvement strategies.
- Action plan to be developed and submitted to SIU and region within six weeks of the completion of the review.