

Sunnybank State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Sunnybank State School** from **18 to 20 July 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations – over the previous 4 years, and improvement strategies – the next steps for improvement – to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

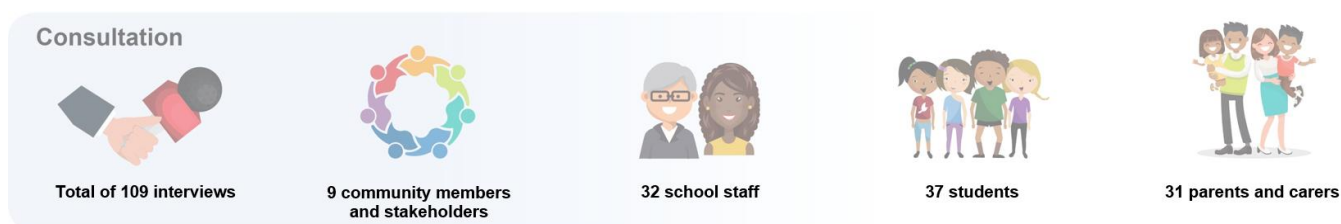
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal Reviewer, SRR (review chair)
Lisa Cutter	Peer Reviewer
Andrew Helton	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Yuggera and Turrbal We acknowledge the shared lands of the Yuggera and Turrbal nations and the Yuggera and Turrbal people of the Yuggera and Turrbal language regions.
Education region:	Metropolitan South Region
Year levels:	Prep to Year 6
Enrolment:	329
Indigenous enrolment percentage:	7%
Students with disability percentage:	11.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	984

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **5 to 7 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1016 and the school enrolment was 353 with an Indigenous enrolment of 3.4% and a student with disability enrolment of 2.8%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively define and articulate localised understandings underpinning high expectations for all staff members, families and students. (Domain 3)
- Enact a clear supervisory framework involving all school leaders as instructional leaders in classrooms to build a feedback culture. (Domain 1)
- Ensure the school's pedagogical framework is reflective of agreed high-yield practices for teaching and learning, is considered in curriculum planning processes, and is consistently implemented across the school. (Domain 8)
- Promote student-centred learning by enabling year level teams to work directly with the Australian Curriculum (AC) to incorporate locally relevant learning activities addressing achievement standards, general capabilities and cross-curriculum priority areas. (Domain 6)
- Establish preferred models, staff roles and routines to support individual professional learning including consideration of instructional observations of teachers by all school leaders, class visits and Watching Others Work (WOW) with peers. (Domain 5)

2. Executive summary

2.1 Key affirmations

Teachers speak highly of the principal and leaders for being strategic and having a clear vision for the school.

Leaders are united and committed to ensuring every student is provided the opportunity to realise their potential. They speak proudly of the school's motto of '*Expanding Horizons*' through maximising student outcomes by providing relevant, authentic, connected and high-quality learning opportunities.

Leaders espouse the mantra '*Everybody shines at Sunnybank*' to encourage staff and students to meet their potential regardless of culture or background.

The message of high expectations, including elements such as academic attainment for all, academic rigour, attendance and student dress code is clearly communicated in newsletters, emails, presentations and on public forums. The principal notes that the concept of building belonging and pride in the school is reflected within the broader school community. Staff members refer to the school as inclusive and they welcome all new students and staff. Staff assist each other to build cultural awareness and competence.

The leadership team, staff and community members are committed to maintaining and enhancing an inclusive environment.

The school has a strong reputation within the local community for delivering differentiated learning programs. A whole-school approach to support student learning has been developed. Staff refer to the 3 tiers of support outlined in this approach. Parents express positivity and appreciation for the support provided to meet students' diverse learning needs.

Members of the school community appreciate the quality communication, openness and approachability of staff members.

Parents and community members appreciate how leaders listen to their ideas and endeavour to respond to their needs. Parents express appreciation for the high levels of communication received regarding curriculum offerings through curriculum newsletters each term. Many parents positively describe the range of communication channels used to inform them of school initiatives and updates. Staff, students and community members comment on the energy and visibility of leaders who lead by example and engage with stakeholders at multiple opportunities.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Strengthen teacher capability and understanding of the AC across all learning areas to create opportunities for the development of units that engage and challenge students.

Domain 8: Effective pedagogical practices

Develop agreed effective pedagogies to be used consistently across the school to support the implementation of the AC in creative and innovative ways that engage all students in learning.

Domain 5: An expert teaching team

Refine the approach to observation and feedback for teachers to support the implementation of prioritised teaching and learning strategies and enable teachers and leaders to reflect on and strengthen teaching practice.

Domain 7: Differentiated teaching and learning

Strengthen teacher expertise in the use of differentiation practices to engage and challenge the full range of learners, including high-achieving students and English as an Additional Language or Dialect (EAL/D) students.