Sunnybank Special School

Executive Summary

Education Improvement Branch

Queensland Government
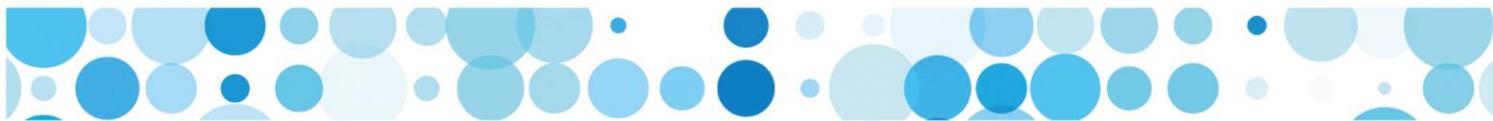
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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Sunnybank Special School** from **7** to **11 August 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Sarah Lester	Peer reviewer
Howard Nielsen	External reviewer
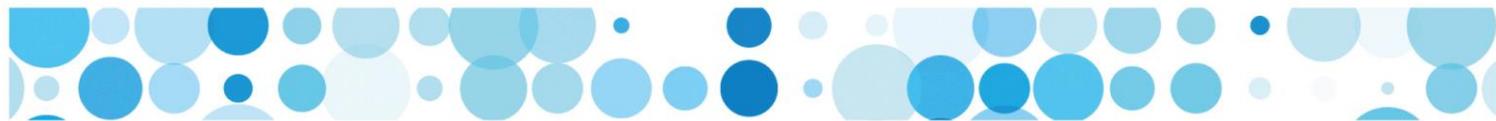
1.2 School context

Location:	Troughton Road, Sunnybank
Education region:	Metropolitan Region
Year levels:	Early Childhood and Prep to Year 12
Enrolment:	61 – Prep to Year 12 34 – Early Childhood Development Program (ECDP)
Indigenous enrolment percentage:	6.3 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 100 per cent **Nationally Consistent Collection of Data (NCCD) percentage:** 100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	nil assigned
Year principal appointed:	2015
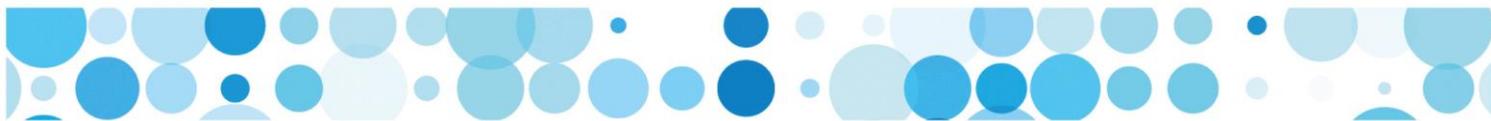
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Business Manager (BM), 13 teachers, six teacher aides, administrative officer, two schools officers, guidance officer, speech language therapist, occupational therapist, physiotherapist and 11 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and treasurer, Focal coordinator, volunteer chaplain, Townsend Buses manager, Bunnings community activities organiser, community member and neighbour.

Partner schools and other educational providers:

- St Thomas More College principal, Goodna Special School acting principal and Coopers Plains State School deputy principal.

Government and departmental representatives:

- Federal Member for Moreton, State Member for Toohey, Councillor Runcorn Ward Brisbane City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	2019 Magazine
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
PBL action plan	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan 2020	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Communication policy	Draft Student Code of Conduct
Induction Manual – 2020 Handbook	Parent Handbook
School based curriculum, assessment and reporting framework	Student data cards
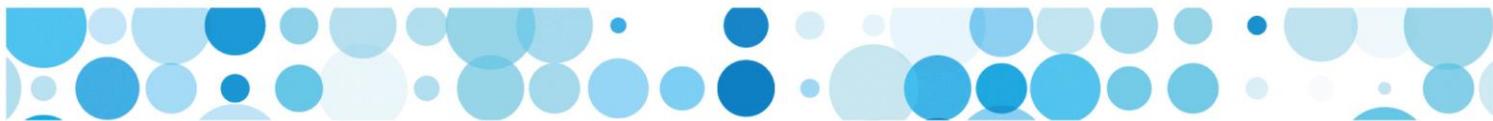
2. Executive summary

2.1 Key findings

The school is committed to the belief that all students are able to and will learn.

The student-centred approach is central to all school decisions. Interactions are focused on the learning and wellbeing of students. Staff members articulate that a trusting relationship and deep knowledge of each student's interests, motivations, and learning and communication needs form the basis for all pedagogical decisions.

There is a strong culture of collaboration and teamwork apparent across the school.

Parents, community members and peer teachers recognise that staff members have high levels of professionalism and teamwork that are resulting in the development of an expert teaching team. The school has been successful in attracting high quality staff and in developing these staff in an embedded culture of continuous improvement.

The leadership team is driving an improvement agenda that is aligned to state and regional priorities, and is locally contextualised.

Priorities, strategies and actions are grounded in research and deep understanding of the unique learning needs of the diverse student population. The school priorities are communicated to families and the wider community through newsletters and the school website. Narrow and sharply focused priorities that are able to be measured over short, mid and long-term timeframes are emerging.

Staff members articulate their belief in the positive impact of actions arising from the Annual Implementation Plan (AIP).

Teachers and teacher aides express confidence that staff member capability, consistency of practice, and student learning are all improving. Leaders articulate that completion of the identified actions within the AIP will provide indication of success. Measurable targets to support regular monitoring of priority strategies and actions to achieve desired outcomes are developing.

Leaders work with classroom teachers to plan units of work that meet the Australian Curriculum (AC) accountabilities, through the school signature pedagogies, in highly differentiated ways.

Professional Development (PD) is provided to further strengthen teacher capability in curriculum expectations, planning, implementation and reporting. The leadership team discusses curriculum and pedagogy at fortnightly meetings to support shared understandings. Teachers acknowledge that curriculum planning is led by the Head of Curriculum (HOC) and that they are developing their understanding of the AC.
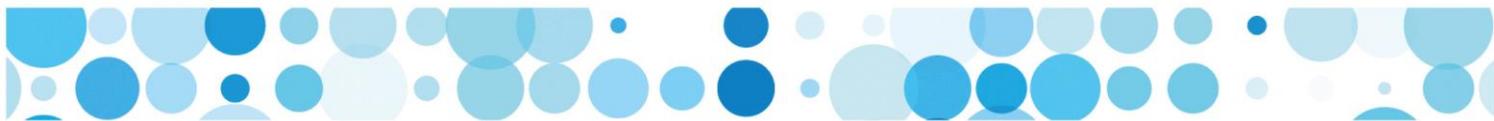
The school places high priority on collecting meaningful data to monitor student learning and engagement.

Teachers articulate a growing confidence in the collection and analysis of student achievement data. Some teachers observe that using this data to identify next steps in teaching and learning can be complex. Teachers express that they value opportunities to collaborate with colleagues to discuss and clarify decisions regarding teaching and learning. Teachers articulate that scheduled opportunities within sectors for in-depth discussion regarding student data, to identify problems of practice, and collaboratively plan for next steps in teaching and learning, would be appreciated.

The leadership team articulates that consistent implementation of effective pedagogical practices is key to improving student learning.

Leaders explain that an 'opt-in' process for collegial observation and feedback is in the consultation and planning stage. Optional templates for written feedback have been shared. Teachers express enthusiasm for opportunities to observe colleagues and to receive feedback. Scheduled opportunities for classroom-based coaching and feedback in relation to the signature pedagogies are emerging.

Parents and families are valued as partners in student learning.

Parents, school leaders and teachers work together in mutually supportive ways. The school works to inform, upskill and empower parents as partners in their child's education. Parents express appreciation for the support that assists them in their role as parent co-educators. Parents from diverse cultural backgrounds express that the school is 'like a family'.

Teachers speak positively of the professional trust and practical support afforded them by school leaders.

Staff members articulate that leaders are cohesive and communicate clear expectations and consistent messages. School leaders are highly visible in classrooms. Staff members articulate that leaders provide support both professionally, and for their personal wellbeing.

2.2 Key improvement strategies

Identify an achievable, sharp and narrow focus for each priority area over short, mid, and long-term timeframes.

Develop measurable targets to support regular monitoring of priority strategies and actions to achieve desired outcomes.

Develop collaborative processes to build teachers' deep understanding of the AC and capability to implement it through signature pedagogies in highly differentiated ways.

Provide opportunities for teachers to engage in deep discussion about student data to identify problems of practice, and collaboratively plan for next steps in teaching and learning.

Collaboratively develop a whole-school plan for collegial engagement that includes classroom-based coaching that provides teachers and leaders with feedback on their classroom practices.