

Sunnybank Special School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







Acknowledgement of Country

We acknowledge the shared lands of the Jagera and Turrbal nations and the Jagera and Yuggera people of the Yuggera language region.

About the school

Education region	Metropolitan South Region
Year levels	Kindergarten to Year 12
Enrolment	ECDP 69, P-12 111
Indigenous enrolments	4.5%
Students with disability	100%
Index of Community Socio-Educational Advantage (ICSEA) value	1034

About the review

 3 reviewers from 2 to 3 September 2024	 32 school staff	 9 students
 5 parents and carers	 6 community members	 28 individual conversations

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

Domain 1 – Driving an explicit improvement agenda

Refine and communicate the roles, responsibilities and accountabilities of all staff in enacting the Explicit Improvement Agenda to ensure clarity across the growing school community.

Domain 7 – Differentiating teaching and learning

Refine case management approaches, with a focus on purposefully using data and collaborating with stakeholders, to improve student learning, engagement and wellbeing outcomes.

Domain 5- Building an expert teaching team

Systematically enact differentiated induction processes that provide beginning and new staff with ongoing support to clarify teaching and learning expectations and ways of working.

Domain 4 – Targeting school resources

Collaboratively develop processes for communicating resource allocations to ensure resourcing decisions are transparent and understood by all staff.

Key affirmations



Members of the school community value and celebrate cultural diversity.

Leaders discuss how their deliberate strategy to build a culturally and linguistically diverse staff to meet the needs of students and their families has created an environment where all feel welcome, accepted and heard. School leaders and staff members describe building connections between the classroom and home through the capacity within the staff team to communicate in 36 different languages. Students express appreciation for opportunities to communicate in their home language outside of the classroom. Members of the school community convey a deep commitment to building their cultural competency. Staff comment on the evolving Reconciliation Action Plan and regular classroom sessions promoting Indigenous perspectives. Parents comment they value on-site translation services when meeting with staff, speaking of how this provides clarity about teaching and learning.



Leaders actively seek and foster partnerships to support student learning, wellbeing and engagement before, during and after enrolment.

Parents articulate they feel valued by staff and describe opportunities to engage with school staff and support services to analyse their child's needs, set goals, understand the roles of key stakeholders and celebrate successes. Staff describe how a partnership with Play Matters Australia supports students to transition into the Early Childhood Development Program (ECDP). They comment the playgroup facilitates their understanding of student needs and builds connections with parents prior to enrolment. Staff detail partnerships with Multicap that supports student transitions to life after school. Some students articulate excitement about working in hospitality after completing school.



Staff plan and enact strategies that cater for the needs of every child to ensure they are successful.

Leaders describe intentionally fostering a culture of learning that places equal emphasis on students' educational progress and wellbeing. Staff convey a priority is placed on meeting every student's social, emotional and learning needs. They express a strong belief in every student's ability to make continuous progress in their learning, describing how professional discussions consistently revolve around student achievement. They speak of developing strong relationships with students to understand their interests and needs and how to best support them.



Teachers use a range of teaching and learning practices and approaches to engage all students in learning.

Leaders and teachers comment that developing teachers' knowledge and understanding of pedagogical practices is key to improved student engagement and learning. They describe using research to guide school-wide expectations about pedagogical practice, and speak of drawing from a suite of pedagogical practices and approaches to meet the needs of the diverse range of learners. They mention 'knowledgeable others' are available to engage in collegial discussions and provide feedback to teachers. Teachers describe using flexible learning environments to support student needs and engagement.



Staff convey they are united in their support of each other and their students.

Many staff members describe high levels of collegial trust and support. They discuss the benefits of working collaboratively within sector teams, commenting on the professional and wellbeing support colleagues provide. Staff new to the school, the sector and the profession express appreciation for the support received through formal and informal mentoring. Parents and community members describe the school's team approach to supporting students' individual learning, social and wellbeing needs.



Staff, parents and community members highly value leaders' professionalism, care and considered school leadership.

Staff describe leaders' positive and affirming impact on school culture and direction, commenting that they value leaders' open communication, visibility, availability, and collaborative decision-making approach. They comment these attributes have developed trust and respect between staff and leaders, and high levels of public confidence. Leaders describe a measured approach to leading the school which is respectful of the needs of staff, students and the community. Parents and community members describe leaders as open to feedback and easy to communicate with.