

Sunnybank Hills State School

School-led review validation executive summary

About the school

Sunnybank Hills State School acknowledges the Jaggera people who are the Traditional Custodians of this land. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	1704
Indigenous enrolments	1%
Students with disability	10.4%
Students with English as a Second Language or Dialect (EAL/D)	83%
Index of Community Socio-Educational Advantage (ICSEA) value	1116

About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Sunnybank Hills State School** from **4 to 5 September 2023**.

- **Kylie Smith**, Senior Principal, Reviews, SRR (validation chair)
- **Rob Van Den Heuvel**, School Supervisor, Metropolitan South Region
- **Julianne Rogers**, Peer Reviewer, Principal, Lawnton State School
- **Belinda Russell**, Principal, Reviews, SRR

Key improvement strategies

Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.

Domain 4: Targeted use of school resources

Implement an integrated Multi-tiered system of support (MTSS) to align the range of support programs and services addressing learning, engagement and wellbeing to provide coordinated, targeted assistance and interventions based on individual student needs.

Domain 6: Systematic curriculum delivery

Strengthen the implementation of early juncture moderation, incorporating evidence from student work samples in the 'during' phase, to build knowledge and understanding of the standards of the Australian Curriculum (AC).

Domain 7: Differentiated teaching and learning

Implement a whole-school and consistent process for classroom teachers to record differentiation strategies and reasonable adjustments to align with a process for collecting evidence as part of the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

Domain 3: A culture that promotes learning

Strengthen the capability of staff in effective, evidence-informed classroom management practices, including proactive and supportive strategies, to support the learning, engagement and wellbeing of students with diverse needs.

Key affirmations



Strategic structures, clear systems and aligned practices provide clarity, efficiency and improved outcomes.

The leadership team is united and committed to continuous improvement through the delivery of effective teaching practices grounded in evidence. The broader school community and staff articulate that the leadership team provides clear and unified messages. Staff strongly acknowledge the effectiveness of school-wide supervision models, consistent teaching and learning practices, and accessibility of professional resources. A carefully arranged system of forums and team meetings enables aligned expectations and consistent ways of working. The school's OneNote curriculum point of truth is recognised as a key enabler of quality and consistent curriculum enactment, differentiated teaching and high levels of academic achievement.



Quality targeted intervention practices focus on providing strong foundations for learning to lift academic outcomes.

The reading and writing projects are targeted approaches to cater for students of all abilities. Leaders and teachers are committed to the projects, enabling focused teaching of students at their level of need. Over 38 teacher aides are employed across the 2 projects to work with students on agreed learning focus areas. Students are provided carefully crafted intervention support and opportunities for high-achieving students to be challenged and further extended. Strong levels of learning achievement data exist to evidence the quality outcomes of both programs.



A strong and cohesive culture is apparent throughout year level teams, with a focus on collegiality.

Students describe their school as a place where they are highly valued and engaged by staff. Staff express an empowering sense of belonging to, and pride in, their year level teams and feel highly supported and valued by leaders and colleagues. Each team member values the opportunity to contribute to team collaboration. They regularly engage in formal and informal moderation practices to identify next steps and validate judgements, relying on feedback from peers to ensure success. Staff feel they are supported to explore new ways of working to constantly and collaboratively strive for high levels of learning outcomes for their students.



Teachers are actively open to feedback from peers and leaders and gain confidence through the 'Watching Others Work' (WOW) process.

Teachers, as well as students, express they highly regard the presence of leaders and support staff working in their classrooms. Teachers discuss the importance of WOW sessions and access to a pedagogy coach. New staff are openly encouraged to regularly engage with the process to build confidence and competence in whole-school pedagogy and practices. Mentors and experts in each year level are identified by the leadership team, and staff are encouraged to seek out these peers to help support their professional growth.



Astute and proactive staff recruitment and retention is recognised as key to building an expert, high-performing team.

Leaders identify the importance of ensuring a highly effective teaching team now and into the future. Staff value the intentional and strategic recruitment undertaken by the school and feel their voice is highly valued and responded to. Staff members express appreciation for the required support staff with identified skills to ensure students' success. Well-planned induction of new staff, including beginning teachers, supports their transition into highly effective teaching teams. Capability development opportunities for staff members are viewed as important to understand the school's context, are key to contributing to the school's improvement plan, and are a way of catering to aspirations and wellbeing so that quality staff are retained.



The school values and celebrates community connections and diversity.

There is clear sense of community energy and partnerships across the school with students, staff and families readily acknowledging the rich multicultural tapestry with an emphasis on high-quality education for all. Major community celebrations such as the Lunar New Year assembly and MultiFest combine with a range of valued school events including the lapathon, the school musical and extracurricular offerings. Staff and parents recognise the strong work of volunteers and the internal business hubs such as the Shack Outside School Hours Care (OSHC), the courtyard cafe, uniform shop and tuckshop. Stakeholders speak positively of the services provided and their contribution to funding further resources for students.