

Strategic Plan 2024 - 2026



Signed:  Date: 13/02/24 Geoff Mill Principal	Signed:  Date: 13/2/24 Sean Martin School Council Chair
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School Profile

Purpose	<p>At Sunnybank Hills State School we strive to provide a responsive curriculum to assist every child to maximise their full potential.</p> <p>This is achieved through a close and open partnership between parents and staff, in collaboration with a supportive and caring school community.</p>
Context	<p>Sunnybank Hills State School is a large Independent Public School (IPS) that offers a very high standard of academic, music, sports and technology programs. We cater for students from Prep to Year 6 and teach in a year level format. In 2024 our current enrolment is 1720 children. An approved Education Queensland, Enrolment Management Plan, helps to manage our growth so we can provide the best access to our facilities and resources to advance student learning opportunities.</p> <p>Class numbers are kept at or below the recommended 25 students in Prep to Year 3, and 28 for Years 4 to 6. At Sunnybank Hills, teachers work in year level teams to ensure continuity of experiences, curriculum and assessment.</p> <p>We are extremely proud of the multi-cultural nature of our school community. Our student population consists of a multitude of cultures who all work and play very well together. Students who have English as a second language are supported by our specialist EAL/D staff. In 2024, 83% of all students are from a non-English speaking background and 1% of students are from an indigenous background.</p> <p>Our academic results are of a very high standard. Our students perform exceptionally well on the annual NAPLAN (National Assessment Program literacy and Numeracy) tests, with results among the highest in Queensland. Our students are also encouraged to enter national and state wide academic competitions with many obtaining Prizes Medals, High Distinctions and Distinctions.</p> <p>Extra-curricular options are offered to students in music, sport, chess, robotics, dance and drama. Students are usually not auditioned for these, as we believe that participation and commitment are important in every child's development.</p>

School Vision

It is our vision for Sunnybank Hills to strive for:

- **Excellence** - the development of literacy and numeracy is a priority for interaction in a global community
- **Inclusiveness** - the inclusiveness of individual needs and of diverse cultures to develop cross cultural awareness
- **Participation** - productive partnerships between parents and teachers to maximise opportunities for students
- **Accountability** - a high quality learning agenda provides system-supported learning and development for staff
- **Safety** - social skill development supports children's ability to become active and reflective citizens

Sunnybank Hills Seals

Our vision is articulated for our students through our positive behaviour program with the Sunny the Seal branding and school creed.

S – safe

E – empathetic

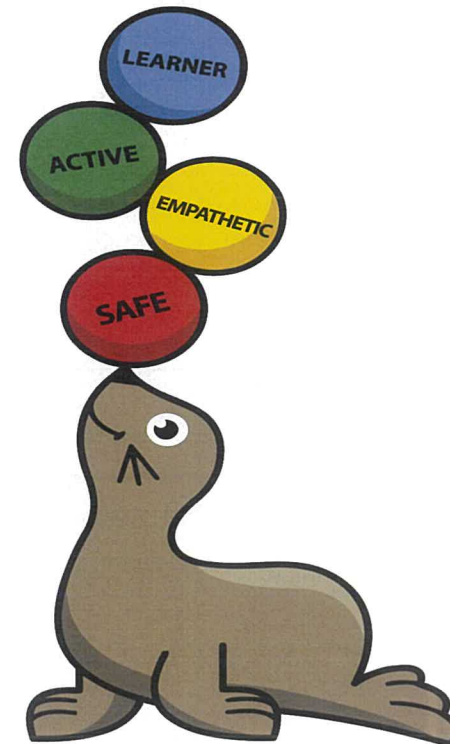
A – active

L - learner

School Creed

At Sunnybank Hills we *strive for knowledge* by being Safe and Empathetic, Active Learners.

We are the Sunnybank Hills Seals!



A Better Future: At Sunnybank Hills State School, we will inspire children to become:

<p>Effective communicators across a wide variety of contexts now and into the future.</p>	<ul style="list-style-type: none"> • express ideas effectively and clearly in a variety of ways (spoken, written, dramatic, technological, mathematical and physical). • compose a range of texts that convey information, ideas and views, suitable for a variety of purposes and audiences. • use features of texts (structure, literary devices, grammar, vocabulary and spelling) effectively. • use features of numbers (operations, spatial relationships, processes) effectively.
<p>Moral and ethical global citizens who display a deep understanding of self, society and culture.</p>	<ul style="list-style-type: none"> • are environmentally conscious by showing care for the world around them. • accept ownership, responsibility and consequences of their actions individually and collectively. • develop active and responsible citizenship / social awareness through interacting with/understanding local and global communities and cultures.
<p>Enthusiastic, lifelong learners who are responsible when working independently and with others.</p>	<ul style="list-style-type: none"> • develop flexibility, initiative, self-management and risk-taking by reflecting on options and opportunities in a variety of ways. • are self-directed, motivated and adaptable to change • learn to work in partnership with others using collaboration, cooperation and negotiation. • are prepared for future oriented work roles by interacting with external environments in a variety of contexts.
<p>Confident and successful individuals with the ability to self-improve and be self-disciplined.</p>	<ul style="list-style-type: none"> • develop qualities of self-confidence, optimism and commitment to achieve personal goals. • develop positive relationships with peers, family and communities. • accept constructive criticism and praise to foster growth in self-identity and self-worth. • maintain care of their physical and emotional self.
<p>Critical thinkers, who use appropriate strategies to extend, create and adapt.</p>	<ul style="list-style-type: none"> • use a variety of practical, technological and creative tools to generate and process information. • use higher order thinking skills to resolve problems, apply knowledge and create elaborated or alternative viewpoints. • use analysis and evaluation to make meaning of situations in current and future contexts.

Strategic Focus: Equity and Excellence

Improvement Priorities	Improvement Strategies	Performance Measures and Targets
Educational Achievement	<ul style="list-style-type: none"> Individual student learning goals (ISLG) with the focus on Reading, Writing & Mathematics achievement Collaboratively review and refine the school's Curriculum, Assessment and Reporting Plan (CARP) including 3 levels of planning aligned to Australian Curriculum Version 9 (AC v9.0) to support teacher clarity and consistent enactment across the school. Embed use of explicit teaching - <i>Warm-up, I do, We Do, You do (individual & collaborative) & plough back</i> with a focus on differentiating for the range of learners *Implement a consistent process for classroom teachers to record differentiation strategies and reasonable adjustments *Strengthen the implementation of early juncture moderation, incorporating evidence from student work samples <p>Technology</p> <ul style="list-style-type: none"> Migrate school planning and resource management from Teams to access OneNote; develop Forms, quizzes and assignments; and provide feedback <p>Starting Strong</p> <ul style="list-style-type: none"> Purchase additional teachers and teacher aides to target intervention / extension in Prep-Year 4 Teacher Aide reading program Years P & 1 Maintain intensive EAL/D early years support <p>Building on Foundations</p> <ul style="list-style-type: none"> Facilitate Year 3 & 5 whole year curriculum plan to support NAPLAN preparation 	<p>2024: 100% of students have ISLG</p> <p>2024: English Aust Curriculum (AC)v9.0 implemented Achievement Targets: Starting Strong P-2: A & B: 75% A - C: 90% Building Foundations Years 3-6: A & B: 75% A - C: 95%</p> <p>2025: Mathematics AC v9.0 implemented Starting Strong P-2: A & B: 75% A - C: 90% Building Foundations Years 3-6: A & B: 75% A - C: 90%</p> <p>2026: HASS, Science, Technology, The Art, HPE</p> <p>Teachers responsive to student needs (academic / social-emotional); record adjustments in daily plans.</p> <p>2024 - 2026: All teachers participate in moderation processes within their year level and sector. School data plan enacted by all teachers.</p> <p>2024: Implement Digital Technologies to align with AC 2024: All staff use OneNote within Teams as planning platform 2024-2026: Embed Robotics and Coding 2025: Review BYOD program P-6</p> <p>Class formations exceed funding allocation, to cater for enrolment growth. Class sizes remain within recommended 25 for P-3 and 28 for 4-6.</p> <p>2024 - 2026: Allocation of additional / flexible staffing to facilitate intervention & extension of Reading & Writing programs</p> <p>2020 - 2023: Flexible allocation of specialised staff and teacher aides to year levels to work as a team to complement ISLGs.</p>

<p>Wellbeing & Engagement</p>	<p>Valuing Our Teachers and Educators</p> <ul style="list-style-type: none"> • Extend Feedback Culture to grow professional discussions and moderation • Formalise distributed leadership to harness opportunities for identified teacher leaders to model quality practice with peers • Professional development for all staff to facilitate receiving and providing feedback. Leadership team to lead & support through observation feedback & team teaching. Maintain the P-3 coaching role • Extend the Beginning Teacher Mentor program • Sustainability to be developed through empowering Year levels to conduct professional learning circles • *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. • Extend Student Services support through speech/language pathology and SEP • Curriculum adjustment to promote more inclusive in-class support • Wellbeing and student support provided to complement SEAL program. • Program management structure (within Sectors P-1, 2-3 & 4-6) to support literacy and numeracy achievement across the school 	<p>Implement Workforce Plan with focus on Recruitment, Retention, Career Planning, Flexible Staffing & Workplace Relation strategies</p> <p>2024 – 2026</p> <ul style="list-style-type: none"> • All teachers to receive pedagogical feedback each term • All beginning teachers receive: <ul style="list-style-type: none"> ➤ support from a mentor and teaching partner ➤ coaching and lesson modelling • All year level teams receive a designated professional space / staffroom • Engage a behaviour support teacher to model strategies and support professional development of all staff: establish Well-being Hub • Teachers providing explicit instruction in social-emotional learning /development with their class. • *Implement an integrated multi-tiered system of support (MTSS) to align the range of support programs and services addressing learning, engagement and wellbeing • Investigate Second Step program to enhance SEAL PBL
<p>Culture and Inclusion</p>	<ul style="list-style-type: none"> • Support the phases of transition to facilitate student success. • Preschool / Day Care programs to Prep • Year 6 to High School • Liaise with feeder State High Schools re: <ul style="list-style-type: none"> • Curriculum Continuity • Student Leadership • Specialised Programs in music, sport & LOTE • Liaise with feeder Day Care Centres re: <ul style="list-style-type: none"> • Enrolment Management • Program of Learning • Professional Development of staff 	<ul style="list-style-type: none"> • Consult with teaching representatives to drive curriculum and pedagogy development and extend resource provision <p>2024 - 2026</p> <ul style="list-style-type: none"> • Prep enrolment target of 220 children • Host school visits for feeder day cares and kindergartens • Recognition of Year 6 student leaders • Partnerships and collaboration with cluster primary and secondary schools