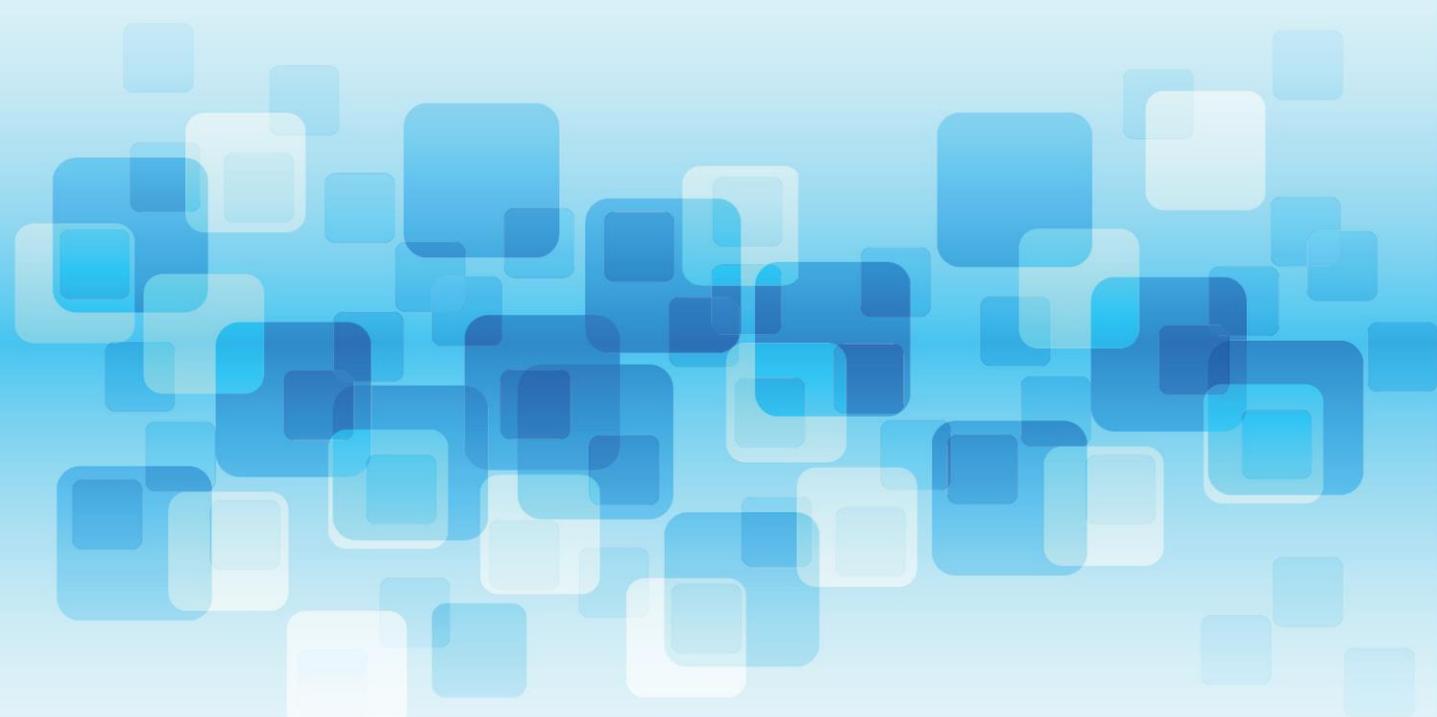




School Improvement Unit Report

Sunnybank Special School



1. Introduction

1.1 Background

This report is a product of a review carried out at **Sunnybank Special School** from **15 to 16 August 2016**. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Troughton Road, Sunnybank
Education region:	Metropolitan Region
The school opened in:	1978
Year levels:	Early Childhood Development Program (ECDP) - Year 12
Current school enrolment:	42 school age, 22 ECDP
Indigenous enrolments:	8 per cent
Students with disability enrolments:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	n/a
Year principal appointed:	2016 (term 2)
Number of teachers:	School 9.8, ECDP 0.6 (full-time equivalent)
Nearby schools:	Sunnybank State School, Sunnybank State High School, Salisbury State School, Kuraby Special School, Calamvale Special School
Significant community partnerships:	Rotary, Sunnybank Returned and Services League of Australia (RSL)
Significant school programs:	Four Blocks, market Program



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and Head of Curriculum (HOC)
 - Master teacher
 - Principal supervisor
 - Guidance officer
 - Nine teachers
 - Seven teacher-aides
 - Six students
 - Speech Language Pathologist (SLP) and physiotherapist
 - Business Services Manager (BSM) and school's officer
 - Parents and Citizens Association (P&C) president and one P&C member
 - Three parents and families
 - Regional data officer
 - Federal member of parliament and local council representative
 - Three community partners and one neighbour
 - Two representatives of the local Indigenous community

1.4 Review team

Richard Day	SIU (review chair)
Wayne Wilkinson	Internal reviewer, SIU
Jim Horton	External reviewer



1.5 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2015-2018
Headline Indicators (May 2016)	School Data Profile (June 2016)
OneSchool	School budget overview
Professional learning plan Terms 2-4, 2016	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan 2014-2015	School Opinion Survey 2015
2016 Whole School Curriculum and Assessment Plan	Sunnybank Special School Parent Handbook 2016



2. Executive summary

2.1 Key findings

- The principal, teachers and support staff are committed to finding ways to improve the learning outcomes for every student at the school.

There are a number of new initiatives and recent changes aimed at school improvement. High levels of support for these changes are apparent across the school and wider community. There is a strong level of support for the principal as the driver of these changes.

- The school leadership team clearly articulate and demonstrate their belief that the school-wide collection and analysis of data is critical to the implementation of the school's improvement agenda.

Teachers are beginning to use data walls to inform their curriculum planning and differentiation. The leadership team members work with classroom teachers to increase their data literacy.

- School leaders, teachers and teacher aides demonstrate high expectations for students, and themselves, as successful learners as articulated in the school moto: '*Exceeding Expectations*'.

The principal and Head of Curriculum (HOC) make scheduled visits to classrooms to work alongside teachers. The focus of these visits is on sharing practice and building collegial trust. A more formal approach is planned for future implementation.

- The school recognises that developing staff capacity in relevant evidence-based pedagogies is the key to improving student learning.

A collaborative, staff process identified Art and Science of Teaching (ASOT) as the most appropriate pedagogy for the school. The staff agreed to begin their professional learning journey with specific focus on Design Question 1: 'What will I do to establish and communicate learning goals, track student progress, and celebrate success?'

- The school has a strong and positive reputation in the local community.

Membership of the tri-schools alliance facilitates personal and professional support amongst school leaders and teachers. The school's Early Childhood Development Program (ECDP) is growing rapidly. The success of transition programs into Prep varies. All senior school students have a Senior Education and Training (SET) plan which documents a range of relevant programs to support students' transition to post school options.



- Positive and respectful relationships between staff, students, parents and community members are established.

High levels of parent/caregiver satisfaction are apparent. A high level of staff morale is noted when speaking to staff members. Teachers endeavour to create welcoming classrooms that are attractive and vibrant places of learning.



2.2 Key improvement strategies

- Continue to build data literacy skills of staff members to enhance teacher capacity.
- Develop a systematic whole-school process for the observation of teaching practice, provision of feedback and engagement in professional dialogue.
- Implement a strategy to support teachers to embed the ASOT pedagogy into classroom practice.
- Strengthen and broaden relationships with the tri-school alliance and other schools, particularly in the areas of senior schooling and early childhood transition and outreach.