



School Improvement Unit Report

Sunbury State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Sunbury State School from 25 to 27 August 2015. 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:	545 Alice Street, Maryborough
Education region:	North Coast
The school opened in:	1891
Year levels:	Prep to Year 6
Current school enrolment:	237
Indigenous enrolments:	14 per cent
Students with disability enrolments:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	910
Year principal appointed:	2015
Number of teachers:	20
Nearby schools:	Aldridge State High School, Maryborough State High School, Maryborough West State School, Tinana State School
Significant community partnerships:	Aldridge State High School, Uniting Care
Unique school programs:	Koalas pre-prep 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 Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Head of Curriculum (HOC) and Head of Special Education Services (HOSES)
 - 17 teachers
 - Speech Language Pathologist
 - Six teacher aides
 - Four administration officers
 - 33 students
 - Cleaners and facilities officers
 - 24 parents including parent volunteers and Parents and Citizens' Association (P&C) executive
 - Three community representatives
 - Principal and Deputy Principal at the local feeder secondary school

1.4 Review team

Peter Tanzer	Internal reviewer, SIU (Review chair)
Ken Rogers	External reviewer
Christopher McMillian	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- The leadership team have developed the Sunbury State School 2015 Explicit School Improvement Plan to drive school improvement.

There are fourteen stated priorities for school improvement. School leaders have recently published a series of targets and timelines relating to key learning areas although staff were unclear about the relationship between these stated targets and current improvement priorities.

- The school leadership team demonstrate an awareness of the importance of reliable and timely data.

School leaders have provided analysis of NAPLAN data and triangulated NAPLAN and PAT data to identify trends in learning and gaps. They have commenced exploration of the use of error analysis to assist in the identification of common student misconceptions.

School leaders have conducted achievement meetings with teachers to discuss student learning data. The link between the data sets and the school's explicit improvement agenda is not always clear.

- The school espouses and promotes four values of Safety, Responsibility, Respect and Effort.

The general day-to-day running of the school reflects a school-wide commitment to purposeful, successful learning. Staff, parents and students commented that the behaviour of a small minority of students is an unnecessary distraction to students' learning and a diversion of time and resources for key people in the school.

- There are many experienced teachers with a range of expertise in teaching at the school.

Many teachers have expressed a desire to be able to learn more from the practice of colleagues at the school. Opportunities for teachers to meet with teachers from other schools to discuss teaching is not a currently established practice.

- The school has a comprehensive curriculum framework.

The school utilises Curriculum into the Classroom (C2C) as the significant resource to deliver the Australian curriculum. The units has progressively been adapted to provide more teaching time on some aspects of the curriculum. There is evidence that C2C assessment is utilised by staff to determine student achievement.



- The school places a high priority on catering for the diverse needs of students within the school community.

Students identified as having a verified disability receive comprehensive support through the school's special education program. Support provisions are identified through student Individual Support Plans (ISPs). There is some evidence of explicit differentiation for students who are performing significantly above year level expectations. These students are withdrawn for extension activities with a teacher aide.

- School leaders and teaching staff recognise that highly effective teaching is the key to improving student learning throughout the school.

The school has a planned and cyclical approach to modelling, evaluating and providing feedback on classroom teaching. At the time of the review these school processes were being revised. Some staff indicated that opportunities to watch colleagues work was assisting them to develop knowledge and understanding of teaching practice.



2.2 Key improvement strategies

- Collaboratively develop a revised improvement agenda that is narrow and sharp with agreed targets and timelines for each component and is clearly understood and supported by staff and the community.
- Ensure that the school's data plan is aligned to the school's improvement plan, and that student performance data is interrogated, analysed and applied consistently in classrooms to improve student learning.
- Collaboratively develop, publish and promote a set of explicit expectations regarding positive student behaviour for learning to be applied consistently in all classrooms. Promote and explicitly teach the desired behaviours for all students based on the four school values.
- Collaboratively identify the critical elements of the pedagogical framework and develop school processes to reinforce consistent high quality teaching practices that underpin the school's improvement priorities.
- Refine and develop feedback and observation processes to ensure high quality teaching aligned to the agreed pedagogical framework.