

# Sunbury State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Sunbury State School** from **5 to 7 March 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Sandra Perrett	Internal reviewer, SIU (review chair)
John Collins	Internal reviewer
Graham Trevenen	External reviewer



## 1.2 School context

<b>Location:</b>	Alice Street, Maryborough
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1891
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	211
<b>Indigenous enrolment percentage:</b>	18 per cent
<b>Students with disability enrolment percentage:</b>	8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	909
<b>Year principal appointed:</b>	2015
<b>Day 8 Staffing teacher full-time equivalent (FTE):</b>	13.82
<b>Significant partner schools:</b>	Aldridge State High School, Maryborough State High School
<b>Significant community partnerships:</b>	Anglicare - Playgroup, Maryborough Cluster of state schools
<b>Significant school programs:</b>	Kids On A Learning Adventure at Sunbury (KOALAS) pre-Prep program, Daily Rapid Reading (DRR), speech language intervention, Positive Behaviour for Learning (PBL), Age-appropriate pedagogies (AAP), inclusion



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Special Education Services (HOSES), 14 teachers, teacher librarian, nine teacher aides, chaplain, Parents and Citizens' Association (P&C) executive, 45 students and 25 parents.

Community and business groups:

- Anglicare Playgroup coordinator and Unndennoo Community Kindergarten representative.

Partner schools and other educational providers:

- Maryborough State High School principal, Aldridge State High School principal, Speech Language Pathologist (SLP), two Principal Advisors Teaching and Learning (PATaL) and early years coach.

Government and departmental representatives:

- Councillor for Fraser Coast Regional Council (Division 3), State Member for Maryborough and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 2, 2018)
Headline Indicators (Semester 2, 2018)	School budget overview
Whole-school data snapshots	School assessment and target schedule
School Opinion Survey	Professional learning improvement plan 2019
OneSchool	Balanced and Effective Reading Framework
School newsletters and website	Student Support Services (document)
Responsible Behaviour Plan for Students (2016-2018)	Anchor Chart for pre-moderation: unit unpacking
School improvement targets (embedded in other documents)	Annual Performance Development Plan optional templates
Pedagogical Framework for English and Mathematics	NCR State School Systematic Curriculum Delivery – Small Schools, Maths
Collegial Engagement: Coaching and Feedback document	NCR State School Systematic Curriculum Delivery – Small Schools, English
Reading improvement matrix (class data sets)	



## 2. Executive summary

### 2.1 Key findings

**The tone of the school is warm and encouraging, and reflects a school-wide commitment to learning.**

Classrooms exhibit engaging and stimulating physical environments that support and encourage learning. The school promotes and maintains an environment reflective of its expectations that students will have the opportunity to learn successfully.

**The school has a documented whole-school plan for curriculum delivery.**

The plan explicitly sets out what and when teachers should teach and students should learn in English and mathematics. Regional Principal Advisors Teaching and Learning (PATaL) facilitate planning days each term that allow teachers from similar-sized schools to undertake Australian Curriculum (AC) aligned planning in English and mathematics. Teachers comment on the value and success of these planning days with colleagues from other schools.

**The leadership team and staff members indicate that 2019 has started positively.**

Staff members in conjunction with school leaders anticipate that this positivity will continue. The leadership team identifies an ongoing need to establish a supportive culture and staff wellbeing across the school. Concerns raised by staff in the 2018 School Opinion Survey (SOS) include levels of morale, support regarding the management of student behaviour, wellbeing and teamwork. The leadership team articulates an awareness of these concerns and expresses a willingness to investigate strategies to improve the wellbeing and culture of the workplace.

**The leadership team has clearly established an Explicit Improvement Agenda (EIA), focusing on reading.**

This has been broadly communicated and all members of the community identify reading as the EIA. Analysis of data to identify the effectiveness of strategies to improve student outcomes is yet to be apparent. The school is yet to achieve the whole-school Level of Achievement (LOA) targets and reading benchmark targets. School leaders acknowledge the need for the leadership team to establish processes to systematically monitor and track progress towards improvement and annual performance targets.

**The leadership team recognises the importance of continual improvements to teaching practices across the school.**

The pedagogical framework for English and mathematics was compiled in 2017 by regional personnel now referred to as PATaLs. This document unpacks information related to planning, teaching and assessing mathematics and English. Conversations with most teachers indicate that they utilise a wide range of pedagogical approaches. The leadership team identifies the need to develop a whole-school pedagogical framework.



**The school leadership team engages in some self-development and professional learning and expresses a desire to further their own development as instructional leaders.**

Instructional leadership practices are strengthened by the support of the region and particularly the PATaLs. The school is yet to fully develop a model of distributed leadership to build leadership density, enhance instructional leadership practices across the school and advance the EIA. The Collegial Engagement: Coaching and Feedback document outlines the processes to be used to undertake observation and feedback to promote effective pedagogical practices in classrooms. The collegial engagement process is yet to be implemented.

**The school has a documented whole-school plan for curriculum delivery which explicitly sets out what and when teachers should teach and students should learn in English and mathematics.**

Some teachers report that they use the school's AC implementation plan to further support their curriculum planning. The principal identifies the need to provide ongoing Professional Development (PD) to help teaching staff continue to develop a deep understanding of the AC. The coherence and depth of planning for other learning areas varies across the school. Quality Assurance (QA) processes regarding the enactment of the intended curriculum in all classrooms are yet to be developed.

**There is a strong belief within the school community that all students can access and fully participate in learning alongside their similar aged peers, supported by teaching and learning opportunities designed to meet their individual needs.**

The leadership team identifies they are on a journey to improving the inclusive nature of the school. The physical environment of all classes is an important part in this journey, with each class having access to large areas that provide independent, quiet learning spaces for small groups or one-on-one learning. Classroom teachers know their students and use data to inform their practice. The school community is dedicated to the vision of '*Learning for life, by learning to read*'.

**The Parents and Citizens' Association (P&C) is involved in school operations and supports school leaders in pursuing priorities that enhance the physical environment, facilities and resources of the school.**

The school and the P&C accessed a series of grants to air condition classrooms. The P&C conducts a Mother's Day and a Father's Day stall to raise money. The P&C additionally conducts school discos and undertakes lunch days regularly throughout each term to raise funds for the school. The P&C makes an annual donation to the school of \$2 000 to support students who may require financial assistance to participate in school activities, such as camp and bus travel.



## 2.2 Key improvement strategies

Collaboratively develop and collectively implement a staff wellbeing framework, addressing individual and group wellbeing, staff morale and teamwork.

Review and revise the EIA and reading framework, including a process to systematically monitor program implementation and effectiveness, in conjunction with data, to evaluate overall impact and investment.

Collaboratively develop a whole-school pedagogical framework, ensuring it is evidence-based and includes agreed, school-wide teaching practices.

Develop and implement a model of distributed leadership to build leadership density and enhance instructional leadership practices across the school to successfully deliver the EIA.

Collaboratively develop and implement effective processes to quality assure the enactment of the intended curriculum in all classrooms.