

Sunshine Beach State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Sunshine Beach State School** from **12 to 14 July 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

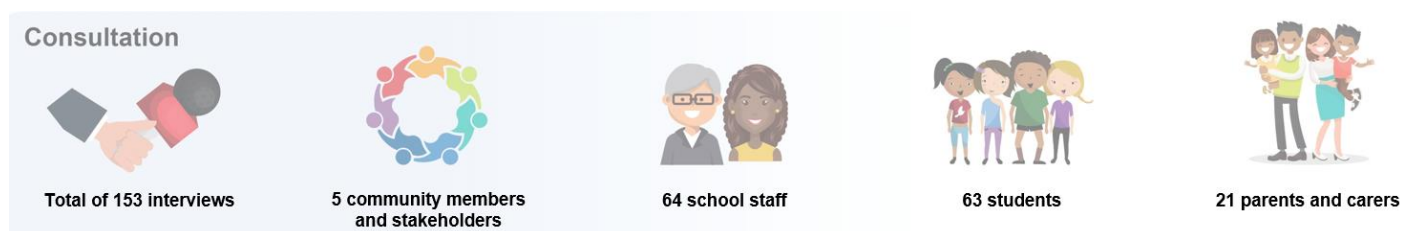
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal Reviewer, SRR (review chair)
Joshua Seaniger	Peer Reviewer
Judi Hanke	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Gubbi Gubbi nation and the Gubbi Gubbi people of the Gubbi Gubbi language region.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	768
Indigenous enrolment percentage:	2.6%
Students with disability percentage:	6.8%
Index of Community Socio-Educational Advantage (ICSEA) value:	1085

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **24 to 26 July 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1078 and the school enrolment was 821 with an Indigenous enrolment of 3.4% and a student with disability enrolment of 3%.

The key improvement strategies recommended in the review are listed below.

- Provide further time and support for teachers to embed collaboratively agreed approaches relating to the Explicit Improvement Agenda (EIA) and monitor implementation to ensure consistency of practice across the school. (Domain 1)
- Strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management. (Domain 2)
- Enhance the professional culture of the school by collaboratively developing and implementing consultative processes to assist in understanding and responding to issues impacting on staff morale and wellbeing. (Domain 3)
- Further develop locally contextualised curriculum units aligned to the Australian Curriculum (AC) that include a focus on the development of the general capabilities and cross-curriculum priorities. (Domain 6)
- Further support classroom teachers in planning for and implementing differentiated learning experiences for high achieving students to ensure they are effectively engaged, challenged and extended in their classroom learning. (Domain 7)

2. Executive summary

2.1 Key affirmations

Staff express pride towards the development of a culture of professional trust that empowers staff to achieve quality learning outcomes for all students.

Leaders and staff are united and committed to providing a comprehensive educational experience for every student in a supportive school environment. Teachers express appreciation for the high levels of transparency from leaders regarding the strategic operation and resourcing of priorities. Staff articulate appreciation for the focus on wellbeing as a means to continue to build positive relationships with students, staff and families to provide a need-fulfilling and joyful school.

The school provides a calm and respectful learning environment that is appreciated by all members of the school community.

Staff members express the belief that positive and caring relationships foster successful learning. Interaction between members of the school community reflect this belief and are clearly demonstrated throughout the school. Glasser's Choice Theory¹ underpins the school's wellbeing and learning engagement programs and its learnings are valued by the school community. Staff and community express pride in the school's accreditation as both a 'Glasser Quality School' and international school.

Staff focus on ensuring that the differentiated learning, and social and emotional wellbeing of every student in the school remains a high priority.

A whole-school approach to support student learning is demonstrated through layers of support that include focused and personalised instruction and intervention at each successive layer. Learning Engagement Teachers (LET) work alongside teachers in each of the year level cohorts to evaluate and plan for the learning and wellbeing needs of students identified within the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and other students requiring additional support. Differentiated teaching and learning practices to improve the outcomes of Aboriginal and Torres Strait Islander students include the Kagan Cooperative Learning structures.

Student learning, engagement and wellbeing is enhanced by partnering with parents and families, other education and training institutions, businesses, and the Sunshine Coast community.

Numerous interesting and varied partnerships have been developed on the Sunshine Coast, providing students with a rich, healthy and stimulating educational environment in which to thrive and grow. Staff are highly committed to engaging parents and the community productively in the school. Parents and carers appreciate the open, welcoming culture and value the deep connections they have with the school and staff. Parents and members of the wider community speak with pride of the school and describe it as a school of choice as well as the hub of the Sunshine Beach community.

¹ Glasser Institute for Choice Theory. (2019). *What is Choice Theory?* <https://wglasser.com/what-is-choice-theory/>

2.2 Key improvement strategies

Domain 5: An expert teaching team

Develop the instructional leadership capability of all leaders to strategically implement and monitor the implementation of strategies that address school priorities.

Domain 6: Systematic curriculum delivery

Consolidate teacher knowledge and understanding of the AC across learning areas to ensure the development and delivery of units of work that challenge and engage learners.

Domain 2: Analysis and discussion of data

Build teachers' data literacy skills to use data to inform differentiated practice for all students, including students with potential to achieve 'A' and 'B' LOAs.

Domain 7: Differentiated teaching and learning

Further develop staff capability to differentiate for all students including high-achieving learners to ensure all students realise their potential.

Domain 8: Effective pedagogical practices

Further explore a range of pedagogies and high-impact strategies focused on engagement and innovation to lift the number of students achieving 'A' and 'B' LOAs.