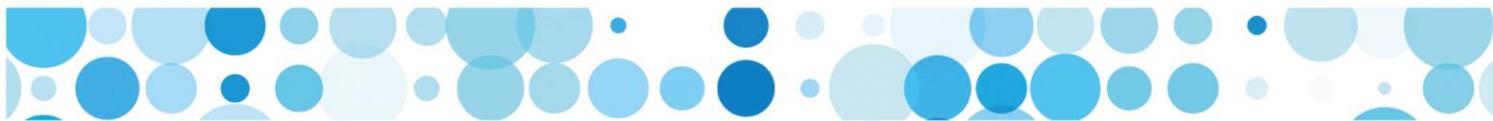


# Sunshine Beach State High School

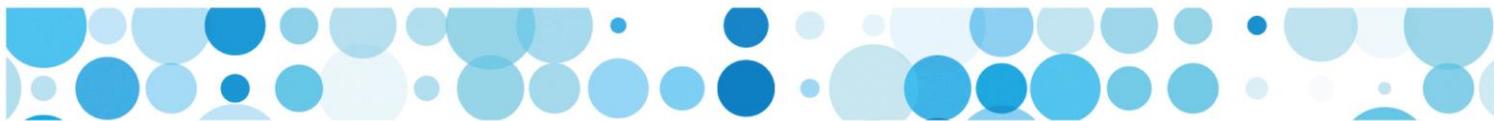
## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Sunshine Beach State High School** from **25 to 28 July 2022**.

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.

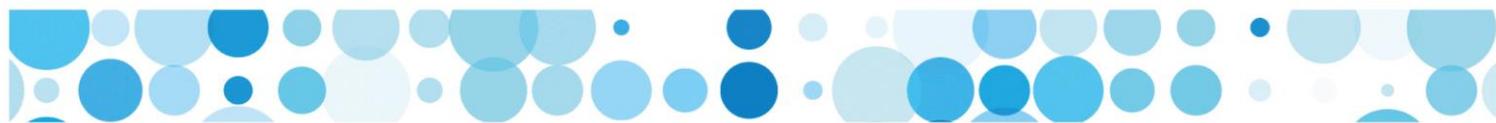
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

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

### 1.1 Review team

Julie Warwick	Internal reviewer, SRR (review chair)
Jeff Barnett	Peer reviewer
Dan Lindenmayer	Peer reviewer
Wayne Troyahn	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Kabi Kabi
<b>Location:</b>	Ben Lexcen Drive, Sunshine Beach
<b>Education region:</b>	North Coast Region
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	1585
<b>Indigenous enrolment percentage:</b>	2.9 per cent
<b>Students with disability percentage:</b>	26.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1046
<b>Year principal appointed:</b>	2019



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), 12 Heads of Department (HOD), Head of Special Education Services (HOSES), School Based Youth Health Nurse (SBYHN), chaplain, Youth Support Coordinator (YSC), 53 teachers, four heads of year, engagement teacher, 13 cleaners, two science assistants, Information Technology (IT) technician, Industry Liaison Officer (ILO), two guidance officers, groundsperson, facilities officer, 184 students, 31 parents, family Tribal Elder and Ambassador, school surf coach, Parents and Citizens' Association (P&C) president, school council chair, 12 teacher aides, seven administrative officers and canteen convenor.

Community and business groups:

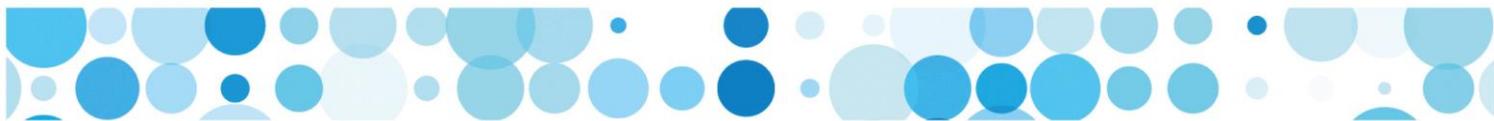
- Noosa Chances chief executive officer, Sunshine Butterflies chief executive officer, Noosa Education and Training Alliance (NETA) representative, Technical and Further Education (TAFE) Queensland representative and two Regional Aboriginal Integrated Social and Emotional Wellbeing (RAISE Wellbeing) mentors.

Partner schools and other educational providers:

- Representative of Cairns Training Academy and principal of Sunshine Beach State School.

Government and departmental representatives:

- Member for Noosa and Lead Principal.



## 2. Executive summary

### 2.1 Key findings

#### **The school is regarded in the local community as a school of choice.**

The school's vision is to '*empower lifelong learners through a challenging and supportive school community*'. The school is known for its high expectations and strong outcomes. Parents speak positively regarding the school and its support for young people, and note that a culture of academic rigour is cultivated by staff. Its location and reputation attract many families from afar and international students who wish to experience its programs and positive culture. There is a prevailing sense of optimism in relation to the school's future, with staff united in their commitment to improving outcomes for all students.

#### **Students and parents speak highly of the significant number of opportunities they are afforded at the school.**

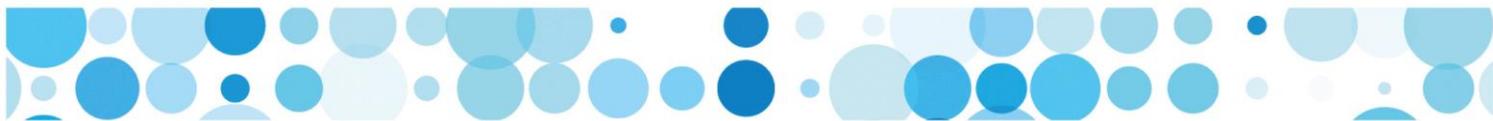
Students acknowledge and deeply value the work of staff in supporting activities in their own time. School community members reference the breadth of subject options, the surfing and music excellence programs, and opportunities such as the Griffith University State Ensemble, Creative Generation and the Sunshine Coast Junior Eisteddfod. The Supa-Starz cheer team continues to experience state and national success. Annual events include the school's drama company 'Stepping Stones' performance, dance night and the Arts Extravaganza. There is also a school choir, Rainbow Alliance club, the Sunshine Gazette, and engineering club. The school has a long-standing Memorandum of Understanding (MOU) with an Italian school and boarding facility, with students travelling there annually for a month-long Italian immersion experience. A comprehensive tutorial program and a range of sporting teams supported by volunteer teachers are greatly valued across the community.

#### **The leadership team has established a strong improvement agenda.**

The 2022 Annual Implementation Plan (AIP) focuses specifically on the three areas of wellbeing, inclusivity and consistency to support the mantra '*every student welcomed, engaged, learning and achieving*'. Focus areas and targets for each priority are linked to the State School Improvement Strategy 2022–26. Similarly, the 2022 Explicit Improvement Agenda (EIA) focuses on these same three key areas. Teachers' understanding of the intent of these areas and implications for classroom practices is variable. Some staff reference the complexity and depth of the EIA and seek greater clarity and precision regarding a whole-school focus.

#### **Staff members express a commitment to the school and their students.**

Staff members discuss valuing the high level of staff collaboration and collegial support within their teams, and strongly articulate that they enjoy their work, with many have long associations with the school. Many teachers and non-teaching staff articulate a desire for a stronger focus on staff wellbeing. Many teachers describe challenges regarding the duplication of work associated with some expectations, and express a need for streamlining internal communication processes, engagement with agreed learning platforms and



centralised artefact storage in promoting a learning-orientated, quality culture. Teacher aides are dedicated to supporting the educational outcomes of students. Some teacher aides indicate they would benefit from an induction program, line management to oversee duties, and access to opportunities to develop and consolidate their expertise to support the full range of students they engage with each day.

**Senior leaders recognise the importance of building a shared whole-school understanding of inclusive education and associated behaviours and practices.**

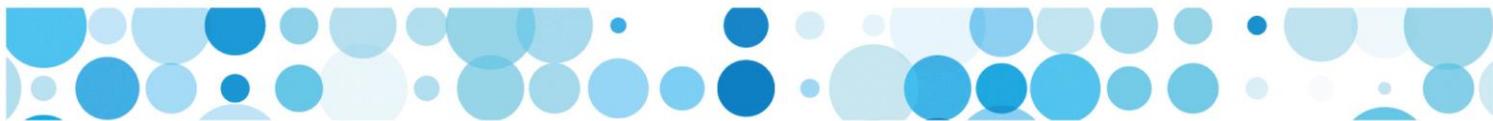
Inclusivity is one of the three key areas in the 2022 AIP and EIA. Senior leaders and teaching staff articulate their dedication to the learning and wellbeing needs of every student. The school is building an awareness of the diversity of their community, and is yet to establish a shared responsibility for student learning, engagement and wellbeing. Senior leaders are aware of the need to foster a respectful and inclusive culture for all students, families and staff. The principal is cognisant of available resources to support this agenda, including at a regional level. A documented inclusion strategy detailing the school's inclusion philosophy, processes and expectations is yet to be developed and implemented. A shared understanding of differentiated, focused and intensive teaching is emerging. Some staff reference co-teaching as a strategy to support students in classes working alongside same-age peers.

**School leaders have identified student agency and sense of belonging within the school as a current priority.**

The school has an active Student Representative Council (SRC) as well as a model United Nations Club. Student leaders speak highly of the school, its staff and programs. Members of the SRC suggest stronger direct links with school leaders to articulate their voice and ideas. Some reference the need for stronger inclusive practices across the school and would welcome the opportunity to contribute to its future vision and direction. Many students who identify as 'flying under the radar' would appreciate access to opportunities and greater acknowledgement of their efforts. Some staff comment that the current timetable structure and facilities prevent whole-school forums and celebrations, and result in seniors having one break before leaving the campus. Staff are committed to exploring this priority to ensure all students feel valued and achieve positive outcomes.

**There is a shared belief that ongoing professional learning strengthens teacher capability and refines teaching practice.**

The school encourages staff to engage in professional learning and provides whole-school and optional learning opportunities to enhance the alignment between pedagogical practices and the school's coaching and feedback process. Senior leaders continue to develop strategies to support continuous professional improvement for all staff. The principal acknowledges the importance of all staff, regardless of career stage, to be supported with ongoing professional learning. Some experienced teachers and leaders express a desire for targeted opportunities to support their professional needs. Some teaching staff articulate how the school's Annual Performance Development Plan (APDP) process supports their ongoing professional learning and informs their teaching practice. Some teachers comment that they would appreciate a more flexible process relevant to their professional needs.



Supporting the refinement of practice, school-wide instructional rounds allow teachers to be released to observe and be observed. There is variance amongst staff in relation to the value of the instructional rounds process, with some staff suggesting a new focus area would be timely.

**The collegiality of a highly credentialed staff is consistently identified as a collective strength of the school.**

This strength has led to high levels of trust amongst teaching and non-teaching staff, students, and the school community. Students and parents speak of strong and caring relationships with teachers and a strong sense of trust invested in the school. Teachers new to the school and contract staff discuss high levels of collegial support from their peers and school leaders, and describe a welcoming environment where staff members freely offer help and advice. Teachers are acknowledged by many parents and students for their quality practices and willingness to go above and beyond to support students by providing unique and stimulating learning experiences.

**The principal and senior leaders recognise the importance of developing and maintaining quality partnerships with organisations, locally, within the state, and nationally.**

The principal continues to prioritise establishing links with local schools, businesses and community groups. Local business groups, the member of parliament, and community leaders speak highly of the school and its links with the community. The school has embedded partnerships with the Noosa Chances group and the Noosa Education and Training Alliance (NETA). Staff recognise the dedication and impact of the Industry Liaison Officer's (ILO) work in establishing strong partnerships to support student work experience and School-based Apprenticeships and Traineeships (SATs). The school has strong links with three feeder state schools. Principals indicate that transition programs from Year 6 to Year 7 are well established and highly successful.



## 2.2 Key improvement strategies

Refine the EIA to promote increased clarity, shared understanding, consistent application, and successful implementation across the school.

Collaboratively develop and implement a sustainable wellbeing program focusing on building a supportive and inclusive work environment for all teaching and non-teaching staff.

Collaboratively develop and implement a school inclusion framework utilising available departmental resources to inform school practices and future direction.

Cultivate student agency and sense of belonging across the school by collaboratively exploring the dimensions of engagement and implementing strategies to build students' self-efficacy across all classes.

Explore differentiated models of professional support and feedback for staff with consideration of the EIA and individual needs and capabilities.