

Sunbury College

School Strategic Plan

2006–2009

Part 1– School Profile

Purpose:

Sunbury College is committed to the provision of a positive, safe and caring learning environment that benefits all and promotes the achievement of success and excellence.

Values:

The Sunbury College community is committed to the recognition and shared expectations associated with our values: We embrace these values recognising them as reflective of our community.

- Respect
- Teamwork
- Honesty and Integrity
- Support and Compassion
- Optimism
- Fairness
- Trust
- Learning and Recognition

Environmental Context:

Social – community and demographics

- Located 30 km from Melbourne CBD
- The town has in the past referred to itself as “City Living Country Style”
- Social demographics of the area is predominantly Anglo-Saxon
- Housing available in the area is relatively affordable
- Tullamarine International Airport provides employment for a significant proportion of our parents
- New housing developments being undertaken on Macedon-Riddell Rd which will have future impacts on the school population
- Primary schools enrolment numbers are being maintained
- School enrolment population (currently 1296) expected to continue to increase in the immediate future
- Proportion of students on EMA is less than 20%
- Staff number 108 teaching staff with 30 staff part time
- Staff are experienced but have benefited from recent additions of a number of younger staff
- Staff gender balance is slightly more females than males

Environmental grounds and facilities

- Large 20 acre site with extensive grounds
- Poor condition of grounds due to a lack of watering facilities but this should be addressed with the connection to recycled water
- Classrooms/buildings are relatively modern having been refurbished through the College Masterplan which was completed in 2004
- Portable area is been renewed with the removal of the older portables and the development of a Learning centre through the Leading Schools Fund program
- On-going development of passive student areas
- Areas to be addressed will be wet weather facilities and the spread of school buildings

Educational

- Introduction of Victorian Essential Learning Standards
- New assessment and reporting arrangements have been implemented in 2006
- College seeking accreditation in performance and development program
- Implementation of Leading Schools Fund program using an Enquiry Learning approach based on the implementation of the Principles of Learning and Teaching (PoLT) and ICT in an interdisciplinary mode.
- Literacy and numeracy co-ordinators appointed

Organisational Sustainability

- New principal appointed in 2005
- New leadership structure introduced in 2005
- All Leading Teacher positions renewed
- Strengthening of sub-school structure with Junior, Middle and Senior
- New student connectedness positions created in 2006

Technological

- 5 computer rooms and 9 computer pods
- Internet connection with both cable and wireless
- 3 computer technicians
- Ratio of computers to students we have maintained at 1:5
- All staff have laptop computers

Part 2 – Strategic Intent

Student Learning Outcomes

Goal:

- To improve VCE results in all studies
- To improve student achievement Years 7 – 10 against English and Mathematics standards in VELs at all levels.

Targets:

- The majority of VCE subjects, including English and Mathematics subjects, have a school mean at least equal to the Like School mean by 2009.
- The percentage of VCE Study Scores of 40+ is increased by 0.25 each year to 2009.
- The percentage of Years 7 – 10 students in English and Mathematics achieving above the expected level improves by a cumulative 15% on 2005 data through to 2009.
- The percentage of Years 7 – 10 students in English and Mathematics beginning or lower than the expected level is no more than 8% by 2009.

Student Pathways and Transitions

Goal:

- To broaden our post compulsory programs and improve the effectiveness of counselling and advice to maximise the further education, training and employment options for all students.

Targets:

- Increase the proportion of students each year 2006 – 2009 who continue in further education and training after leaving the College
- Reduce by 50% the proportion of students unemployed and seeking work after leaving the College by 2009.

- All students of post compulsory age have a MIPs plan.
- All students exiting the school are offered individual counselling as to their career/pathways options.
- Increase the proportion of students undertaking VET Year 10 -12 by 1.0% each year to 2009.
- Increase the proportion of students undertaking Years 11 – 12 VCAL to 15% by 2009.
- Increase the proportion of satisfactory completion of VCAL by 15% in 2009.

Student Engagement and Wellbeing

Goal:

- To develop an environment that promotes overall student wellbeing, and where students are motivated and engaged with a strong sense of connection to teachers and the school.

Targets:

- No school mean in the Attitudes to School Survey, ranked as a percentage of all government schools, lower than 40% by 2009.
- Gaps in the school's ranking in the Attitudes to School Survey as a percentage of all government schools between males and females show positive improvement to be no more than 10% difference by 2009.

Key Improvement Strategies:

Student Learning

- Implement *Living in a Changing Environment – An Interdisciplinary Approach*.
- Develop a Performance and Development Culture underpinned by PoLT and staff development plans referenced to student feedback, student outcomes data and peer observation.

- Ensure continuous development of Professional Action Learning Teams.
- Identify, and then consistently implement opportunities across VCE studies and through all faculties for students to develop and improve key skills associated with study techniques, completing examinations, preparing effective and efficient revision programs.
- Participation of all staff in the professional development program associated with Flagship Strategy 1- Assessment *for, as and of* learning.
- Continue to utilise Curriculum Planning Guidelines provided under Flagship Strategy 1 to ensure whole school involvement in VELS planning.
- Develop a team approach in Mathematics for planning, for the development of consistent best practice, for moderation of student work, for the identification and improved support for talented students, and to expand the range of teaching strategies.

Student Pathways and Transitions

- Review VCAL awareness/promotion, selection processes, and course content and its delivery in terms of building staff and student interest.
- Expand affordable VET offerings, including a trade based option.
- Monitor and review through appropriate staff, the coordination, management and effective delivery of a whole school approach to post compulsory pathways programs.
- As a longer term strategy, monitor and respond to changed patterns of attendance, retention and exit destination in the wake of the implementation of *Living in a Changing Environment – An Inter Disciplinary Approach*.

Student Engagement and Well-being

- Employ a range of processes monitored by a member of the school's leadership team, for staff, student and staff/student interpretation and response to outcomes of the Attitudes to School Surveys.
- Develop individual teacher Performance Development Plans that are aligned with school priorities and an improvement focus for student learning including PoLT in teaching with the implementation of VELs in the school.
- Continue to promote programs and initiatives that are effective in encouraging growth in student leadership, responsibility, decision-making and participation.
- Improve the effectiveness of communication to parents as part of a strategy to improve parent opinion.
- Share and build on the outcomes of implementing the Learning Centre model with all staff, particularly in terms of implications for transition to the Senior School.
- Establish a team or focus group to further analyse those variables in the Staff Opinion Survey that were not at the State mean with a view to informing changes in practice that could lead to improved student engagement and connectedness.

Part 3 – Signatures

SIGNED by the Principal

Name Peter Hendrickson

Date/....../.....

SIGNED by the School Council President

Name Rhonda Richards

Date/....../.....

SIGNED by the Regional Director (or nominee)

Name [INSERT NAME]

Date/....../.....