

School Strategic Plan for Sunbury College

8350

2015-2018

Endorsements

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| <p>Endorsement by School Principal</p> | <p>Signed.....</p> <p>Name: Stephen Smith</p> <p>Date: May 11, 2015</p> |
| <p>Endorsement by School Council</p> | <p>Signed.....</p> <p>Name: Leigh Johnson</p> <p>Date: May 11, 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p> |
| <p>Endorsement by the delegate of the Secretary</p> | <p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> |

School Profile

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| <p>Purpose</p> | |
| | <p>Our purpose revolves around the development of our students as independent thinkers that have the necessary skill set for the 21st century. This is to be developed in a climate where education matters and pathways for all students are maximized, while recognizing that we are also developing future citizens who will take their place within the community.</p> <p>This is to be achieved in a safe and orderly environment where every student is challenged to improve their progress with regular and timely feedback provided to both students and parents about student progression and development. The use of data to provide feedback to students on their progress is vital to ensure that all students understand their point of learning and the question about “what’s next” becomes the key discussion between student and teacher. Teachers are informed about their classroom practice by regularly giving students the opportunity to students to provide feedback. Professional learning teams, classroom observation and a robust performance and development process provide significant opportunities all staff to reflect on their practice and progress in achieving the strategic intent of the college.</p> <p>As an educational community, communication is an important part of how we operate and is a major priority. A communication policy is in place to ensure that there is transparency around how information is disseminated.</p> <p>The skill set required for the 21st century is based on problem solving strategies, the application and use of information including the ability to evaluate, analyse, compare, contrast, predict and hypothesize. To this end our curriculum develops and reinforces these skills through higher order questioning, specific literacy teaching and the use of ICT to enhance this skill development.</p> <p>Other skills such as resilience, presenting, listening, aspiration, goal setting, negotiation, mediation and reconciliation are provided both in the classroom through co-operative group work and in extra-curricular activities such as debating, community projects both in a local and international setting along with leadership opportunities including a voice in the decision making processes within the college.</p> <p>Pathways for all students are also a major part of our purpose and although we operate in a climate of high expectations and aspiration there is an understanding that each student is an individual and we will meet their pathway requirements. There is also an expectation that a student’s pathway has been chosen through ongoing counseling and guidance. Informed decision making by students is important along with the understanding that continual improvement maximizes choices both now and in the future.</p> |
| <p>Values</p> | |
| | <p>The College has long established values. The review recently undertaken highlighted whether these values were still current in the present educational climate and part of the new plan could see the College community undertake a consultation process to either confirm or develop a value set. The College also articulates the importance of resilience, respect, responsibility, relationships and rigor as integral to meeting our purpose.</p> |

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| Environmental Context | <p>The College has a strong history and tradition of providing quality educational opportunities for its local community. For the last few years the College has been in a deficit situation as it deals with declining enrolments and a declining retention rate in the senior school as students access pathways that the College is unable to offer. While the percentage of available students has been consolidated and there has been an increase in the number of year 7 classes the loss of students from the senior school has seen the reduction in enrolment. The College continues to provide a wide range of VCE subject choices but due to a lack of resources, that is specialized facilities, has made the viability of VCAL difficult. VET options such as Building and Construction and Hospitality require students to travel or enroll in institutions outside of Sunbury.</p> <p>The lack of post-compulsory provision is an issue for the local community. The cancellation of the trade training center by the Abbott government removed a much needed facility for Sunbury. Broader educational offerings have been an ongoing discussion point with the Education Department, Hume City Council and state and federal politicians.</p> <p>The Sunbury community is very mono-cultural with young people having little exposure to other cultures other than within individual school programs such as our sister school relationship with Nagano High School in Osaka, Japan. Our international community project in Vietnam is also aimed at broadening the experiences of our students.</p> <p>Youth unemployment is high within the town, well above 20% and further highlights the need for post-compulsory options within the town to ensure that our students who do not wish to pursue the traditional tertiary offerings of university are catered for. This is even more demanding with the projected development and population growth within the town that will see a significant increase in population over the coming years. This development will also more than likely see a growth in multiculturalism as new residents move into the community from the southern sections of Hume and other areas.</p> <p>The College itself is over 50 years old and still retains some of the existing buildings. The deficit situation has meant that apart from the minimal funding provided, via the student resource package for maintenance, little developmental work has been carried out. The availability of funds via the federal government, such as the Trade Training Centers, are a necessity to enable the upgrade of facilities to match the needs of the community. Recent election results have seen the announcement of a \$3 million new Science wing for the College. While this is a much-appreciated announcement it is only the beginning of what is needed to provide the high quality skill set development for all students.</p> <p>Community resources are also under increasing pressure with the provision of mental health and associated services barely adequate to cope with the complexity of issues facing young people today. The College is working closely with the Health sectors within Sunbury to provide a coordinated approach to mental health and other issues. Likewise the local Police have a strong connection with the school and work closely with the College in a supportive and proactive role.</p> |
| Service Standards | <p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> |

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| | <ul style="list-style-type: none">• <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i>• <i>All students will receive instruction that is adapted to their individual needs.</i> <p><i>Specific</i></p> <ul style="list-style-type: none">• <i>The school will respond to all communication by parents and caregivers within 2 working days.</i>• <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i>• <i>All teachers will provide timely and targeted feedback to students on their work.</i> |
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Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

| | Goals | Targets | Key Improvement Strategies |
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| | Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes. | Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. | Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process. |
| Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to | Improve individual student outcomes and growth in all AusVELS disciplines | Using the Curiosity and Powerful Learning Strategy develop a school policy on learning through discussions with staff, students, school council and parents. | Develop an agreed approach to teaching and learning |

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| <p>support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p> | | <p>Whole school schedule for assessment and data developed that informs us about how to lift individual attainment</p> <p>All students progress at least 0.5 per semester as measured against AusVELS</p> | <p>Use assessment and data to inform planning and reduce discrepancies between learning intentions and current understandings, behaviours and performance</p> <p>Build the capacity of all teachers to teach at students' point of learning</p> <p>Establishing teacher collaboration and reflective practice</p> |
| <p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p> | <p>Improve student engagement in their learning</p> | <p>Continue to decrease the student absence rate</p> <p>Include 2 senior students on curriculum committee</p> <p>Include one senior student on selection panels.</p> <p>Increase VET provision within the College</p> <p>Significantly increase the retention rate in Years 10 to 12</p> | <p>Create opportunities within the school community for student voice including but not limited to:</p> <ul style="list-style-type: none"> Consulting with students regarding teaching strategies that impact on student engagement Involve students in curriculum decision making Student feedback in all PDP's <p>Undertake a Curriculum Review that:</p> <ul style="list-style-type: none"> builds in curiosity and enrichment to develop informed and involved citizens with high aspirations overhauls the 7-10 scope and sequence in line with the Australian Curriculum to better prepare students for VCE <p>Continue the school focus on work habits and articulate clear statements about high expectations</p> |

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| <p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p> | <p>Enhance the well-being of all students in the school.</p> | <p>Attitude to Schooling Survey – maintain and increase School Connectedness, Classroom Behaviour, Connectedness to Peers (2014 benchmark)</p> <p>Preparedness for Year 11 and 12 - increase the learning confidence component of the Attitude to Schooling Survey (2104 Benchmark)</p> <p>Internally survey student body to gain baseline data on time spent on employment, home study, screen time, sport and recreation</p> | <p>Develop processes and programs that support the mental health of our students</p> <p>Investigate timetable structures to incorporate sessions around well-being, study skills, pathways and engagement activities</p> <p>Review and evaluate our current wellbeing and discipline policy</p> <ul style="list-style-type: none"> to ensure consistency in application, especially around the exclusion process and students affecting the learning of others to incorporate programs into the curriculum that address resilience and mental health issues within the student body <p>Develop a program of awareness of multicultural diversity</p> |
| <p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best</p> | <p>Improve communication with the school and broader community</p> | <p>Increase the number of parents who would recommend this school to their friends and family</p> <p>Staff Climate survey – increase significantly teacher collaboration (2014 benchmark), Parent and Community Involvement (2014 benchmark)</p> <p>Parent Survey – Significantly increase Approachability (2014 benchmark)</p> | <p>Build a school culture that seeks to inform, invites participation and embraces feedback from the community</p> |

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| possible combination to support improved student outcomes and achieve its goals and targets. | | | |
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School Strategic Plan 2015- 2018: Indicative Planner

| Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended. | | | |
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| Key Improvement Strategies | | Actions | Achievement Milestone |
| | | <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p> | <p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p> |
| Achievement | Year 1 | <ul style="list-style-type: none"> ▪ Professional Learning Teams - focus on questioning, pose, pause, pounce, bounce and then moving to higher order questioning ▪ Learning walks within PLT's to look at questioning ▪ Assessment mapping complete | <ul style="list-style-type: none"> ▪ All staff participate in learning walks and reflect in their performance plans |
| | Year 2 | <ul style="list-style-type: none"> ▪ ▪ ▪ | <ul style="list-style-type: none"> ▪ |
| | Year 3 | <ul style="list-style-type: none"> ▪ ▪ ▪ | <ul style="list-style-type: none"> ▪ |
| | Year 4 | <ul style="list-style-type: none"> ▪ ▪ ▪ | <ul style="list-style-type: none"> ▪ |
| Engagement | Year 1 | <ul style="list-style-type: none"> ▪ Evaluate VET provision and plan an implementation strategy for increased participation ▪ Appoint 2 student representatives to the Curriculum Committee | <ul style="list-style-type: none"> ▪ Increased VET participation particularly at Year 10 ▪ Increase in learning confidence measure in ATSS |

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| | | <ul style="list-style-type: none"> ▪ Maintain focus on work habits to embed into the culture of the school | |
| | Year 2 | <ul style="list-style-type: none"> ▪ Incorporate student participation in the selection process for appointing staff to Sunbury College ▪ ▪ | <ul style="list-style-type: none"> ▪ At least one Senior student representative on panels for 12 month appointments |
| | Year 3 | <ul style="list-style-type: none"> ▪ ▪ ▪ | <ul style="list-style-type: none"> ▪ |
| | Year 4 | <ul style="list-style-type: none"> ▪ ▪ ▪ | <ul style="list-style-type: none"> ▪ |
| Wellbeing | Year 1 | <ul style="list-style-type: none"> ▪ Review current practices and adoption of a tiered whole-school model for well-being and mental health ▪ Review all well-being policies ▪ Investigate alternative structures to timetable to enable embedding of wellbeing into curriculum ▪ Determine whole staff capacity in wellbeing | <ul style="list-style-type: none"> ▪ New policies and processes ratified by College Council ▪ Number of referrals to Well-being shows a reduction ▪ Student Morale and Student distress shows improvement in ATSS |
| | Year 2 | <ul style="list-style-type: none"> ▪ Incorporate wellbeing education into all year levels ▪ Investigate leadership position options for wellbeing ▪ ▪ | <ul style="list-style-type: none"> ▪ Evidence of well-being education in all scope and sequences documentation |
| | Year 3 | <ul style="list-style-type: none"> ▪ ▪ ▪ | <ul style="list-style-type: none"> ▪ |
| | Year 4 | <ul style="list-style-type: none"> ▪ ▪ ▪ | <ul style="list-style-type: none"> ▪ |
| | Year 1 | <ul style="list-style-type: none"> ▪ ▪ ▪ | <ul style="list-style-type: none"> ▪ |

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| Productivity | Year 2 | <ul style="list-style-type: none">▪▪▪ | ▪ |
| | Year 3 | <ul style="list-style-type: none">▪▪▪ | ▪ |
| | Year 4 | <ul style="list-style-type: none">▪▪▪ | ▪ |