

School Strategic Plan 2018-2022

Sunbury College (8350)



Submitted for review by Darryn Kruse (School Principal) on 26 December, 2018 at 02:29 PM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 02 January, 2019 at 03:44 PM

Endorsed by Eric Eastaughffe (School Council President) on 16 January, 2019 at 12:44 PM

School Strategic Plan - 2018-2022

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School vision	Sunbury College envisions our students as engaged learners and independent thinkers that are met at point of need as partners in their learning –where education matters, emotional, social and physical wellbeing is nurtured, and pathways for all students are maximized.
School values	<p>Sunbury College envisions our students as engaged learners and independent thinkers that are met at point of need as partners in their learning –where education matters, emotional, social and physical wellbeing is nurtured, and pathways for all students are maximized.</p> <p>Our core school values are:</p> <ul style="list-style-type: none">RespectResponsibilityResilienceEndeavour <p>In particular, we:</p> <ul style="list-style-type: none">value ourselves, others and our environmentare accountable for our actionsare strong, healthy and successfulconstantly strive for excellence
Context challenges	<p>In 2018, the School Review Panel recommended the following key directions for the next School Strategic Plan:</p> <p>Maximise the growth of student learning by:</p> <ul style="list-style-type: none">• improving teacher practice by the establishment of a professional learning community for collaboration and sharing of practice;• focusing on a common understanding and application of high impact teaching strategies and an agreed flexible but consistent instructional framework;• Improving the learning outcomes of students in literacy/numeracy by enhancing and expanding the recent literacy/numeracy improvement plans and programs.

	<p>Improve the engagement and stimulation of students in learning by:</p> <ul style="list-style-type: none"> • focusing on student learning goals and meeting the point of learning need of students; • focusing on stimulating learning; • focusing on high expectations and a growth mindset. <p>Empower students with a voice and agency in their learning by:</p> <ul style="list-style-type: none"> • focusing on the ability of students to partner with teachers in their learning; • focusing on an increase in student-centred learning; • focusing on development of student leadership and influence in school decision making.
<p>Intent, rationale and focus</p>	<p>The aim of this plan is to raise student engagement and achievement, through enhancing relationships within the school, increasing student agency, voice and understanding in their learning, and an emphasis on continuous improvement in the teaching and learning process, with a growing emphasis on meeting students at point of need. The underlying rationale is the importance of students as informed and empowered partners in their learning.</p> <p>Each year, between one and three key improvement strategies (KIS) will become "whole school" foci, while smaller groups within the school (our AIP Implementation Teams) will work on progressing each of the others. In 2019, the focus on SWPBS and student connectedness to school as part of the KIS on relationships within the school community will be a focus as it is seen as foundational. Similarly, there will be a whole school emphasis on developing an agreed instructional model, as the work on Professional Learning Communities and on student agency and voice really rely on this work.</p>

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Goal 1	To improve student empowerment and confidence in learning
Target 1.1	By 2022 increase the percentile factors of survey outcomes (parent) about: <ul style="list-style-type: none"> • student agency and voice to 70 (from 46) • confidence and resiliency skills to 70 (from 37) • student connectedness to 70 (from 27).
Target 1.2	By 2022 improve the percentage of positive responses to survey outcomes (student) about: <ul style="list-style-type: none"> • sense of confidence to 50 (from 34) • student voice and agency to 50 (from 29) • Sense of connectedness to 50 (from 39).
Key Improvement Strategy 1.a Empowering students and building school pride	Build student capacity to lead and influence all members of the school community.
Key Improvement Strategy 1.b Empowering students and building school pride	Empower students with agency and voice in their learning.
Key Improvement Strategy 1.c	Build student capacity to act as effective partners in their own learning.

Empowering students and building school pride	
Goal 2	To increase student engagement in learning.
Target 2.1	By 2022, increase the percentile factors of survey outcomes in the parent opinion survey about: <ul style="list-style-type: none"> • motivation and support to 70 (from 54) • stimulating learning environment to 70 (from 47) • high expectations for success to 86 (from 78).
Target 2.2	By 2022, improve attendance data: <ul style="list-style-type: none"> • non approved absences from a mean of 6 days to a mean of 2 days • approved absences from a mean of 20 days to a mean of 15 days.
Target 2.3	By 2022, increase the percentile factors of survey outcomes in the student attitudes to school survey about: <ul style="list-style-type: none"> • motivation and interest to 55 (from 26) • stimulated learning to 55 (from 31) • high expectations for success to 60 (from 40) • self-regulation and goal setting to 55 (from 36) • attitudes to attendance to 55 (from 48).
Key Improvement Strategy 2.a Building practice excellence	Stimulate and personalise student learning by meeting a student's point of learning need.

Key Improvement Strategy 2.b Building communities	Further enhance relationships and connections within the school community.
Key Improvement Strategy 2.c Building practice excellence	Develop and implement an eLearning plan to support stimulating learning.
Goal 3	To maximise the growth of student learning and academic outcomes
Target 3.1	By 2022, increase the VCE outcomes in allstudy score to 30 and in English, Further Mathematics and Mathematical Methods to equal to or higher than state mean scores.
Target 3.2	.By 2022, increase the percentage of Year 9 students gaining medium and high growth in: <ul style="list-style-type: none"> • NAPLAN reading to 75 (from 64) • NAPLAN writing to 75 (from 64) • NAPLAN numeracy to 75 (from 60).
Target 3.3	By 2022, improve the percentile factors of survey outcomes for the following factors: <ul style="list-style-type: none"> • collective efficacy in the staff survey to 55 (from 19) • teacher collaboration in the staff survey to 65 (from 27) • effective teaching in the parent survey to 50 (from 38) • differentiated learning challenge in the student attitudes to school survey to 60 (from 48)
Key Improvement Strategy 3.a Building practice excellence	Develop and implement an agreed and flexible teaching and learning framework, which incorporates an instructional model.

Key Improvement Strategy 3.b Building practice excellence	Build professional learning teams to implement a whole school professional learning program aligned to school priorities, including continuous improvement of teaching and learning.
Key Improvement Strategy 3.c Building practice excellence	Strengthen and embed the literacy and numeracy improvement strategies to maximise growth in outcomes.