



New Parent Information Evening



Principal's Address

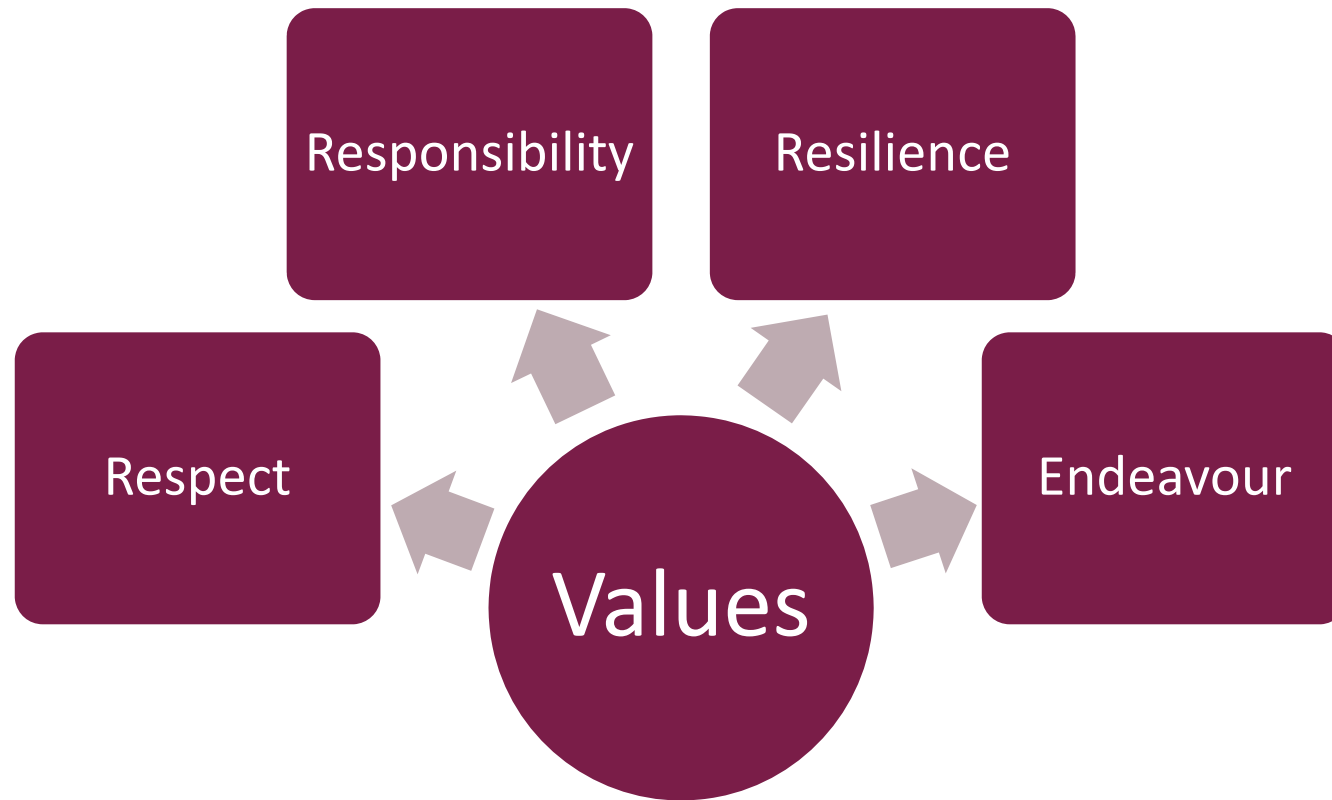
DARRYN KRUSE



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.



Transition

MARC WESTGARTH, MIDDLE YEARS PROGRAMS LEADER

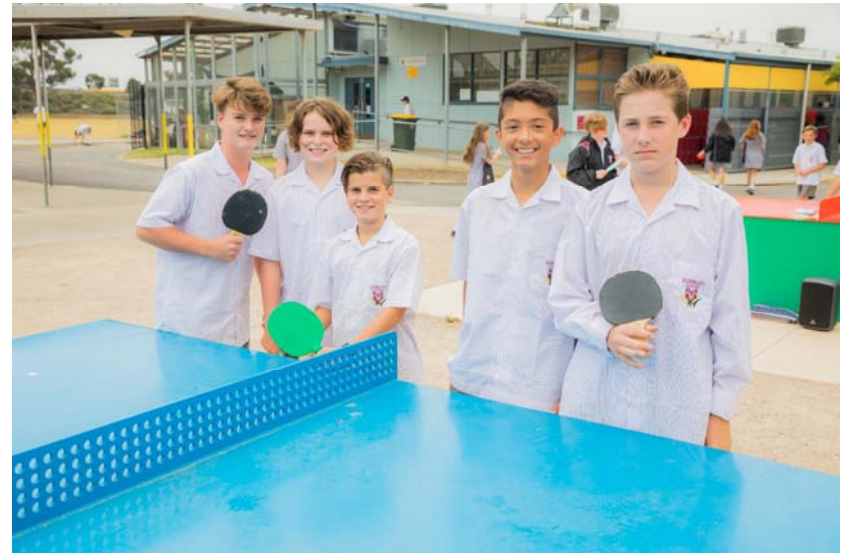


The Process to Now

- Strong engagement with primary schools
- Careful planning to create a strong program tailored to the needs of our incoming cohort
- Lots of administrative work around enrolment and information sharing – thank you!
- A fantastic orientation day today!

Things to Think About

- Secondary school is a big shift for students
- Social dynamics and relationships
- Increased use of social media
- Greater levels of responsibility



Making Transition Easy



- Setting students up for success
- Year 7 Camp
- Extensive lunchtime activities program
- Building a partnership between the student, the school and parents/carers

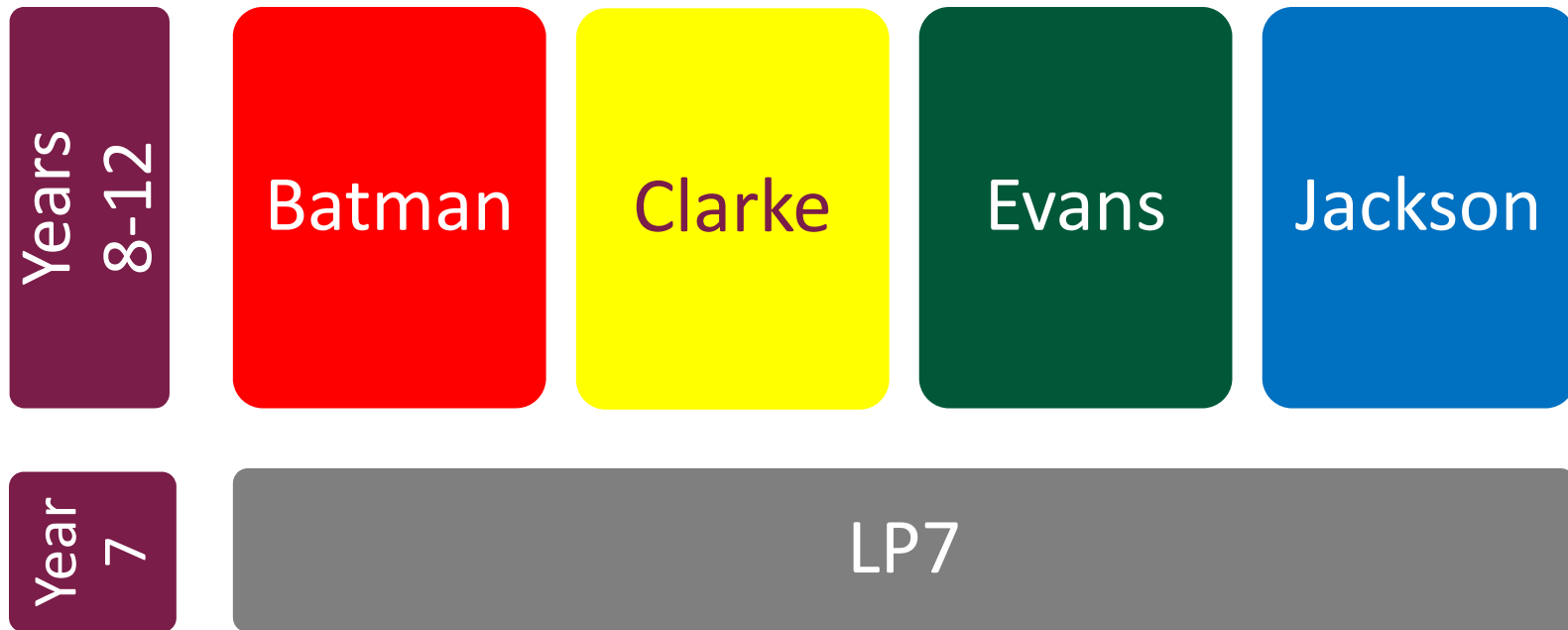
Our School

JARED DYSON, ASSISTANT PRINCIPAL





School Structure



‘LP7’

RACHEL WITHERS, YEAR 7 MANAGER



What is LP7?

- A holistic approach to supporting students in their transition to secondary school
- Each class has a ***significant teacher***, supported by three Year 7 Managers
- Students have easy access to the LP7 team
- Your dedicated point of contact for concerns/issues



Rachel Withers

Ray Qoon

Daniel Lombardo

LP7 Connect

- A dedicated period each week with the significant teacher
- Focuses on developing strong connections between students, their peers and the school
- Uses the Resilience Project diary to develop gratitude, empathy and mindfulness



LP7 Curriculum

➤ Students study a range of subjects:

- English and Humanities
- Maths and Science
- Health and Physical Education
- Japanese
- Food Studies*
- Drama*
- Digital Technologies*
- Art*



➤ At year 8 students complete different semester based subjects e.g. textiles

* Denotes Semester based subject

LP7 Literacy and Numeracy

- Whole school commitment to improving every student's literacy and numeracy
- Improving literacy and numeracy requires support both at school and at home
- We use data to understand students' strengths and areas for growth to ensure we teach your child at their level



Inter-School Sport

- Students have the opportunity to try out for school sports teams
- Must participate in athletics carnival and swimming carnival to be eligible
- Must maintain high work habits ratings (we'll explain these later)



Question time

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Instructional Model

SIOBHAN SHAW, ACTING ASSISTANT PRINCIPAL



What is an Instructional Model?

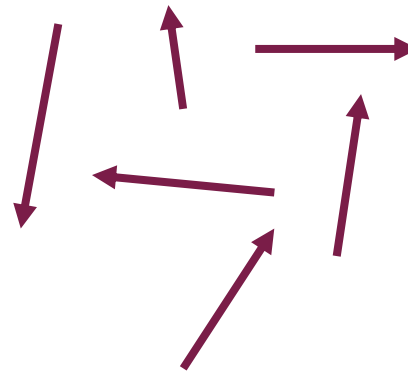
- Instructional Models determine how the teaching and learning takes place in the classroom
- Structure of lessons
- How learning will occur within that structure

STAGE	VISION	GUIDING QUESTIONS	STRATEGIES/OBSERVABLE TEACHER BEHAVIOUR
GOALS 	<ul style="list-style-type: none"> Students understand the purpose of their learning and what will make their learning successful. Students are ready and equipped to learn. Students actively track the progress of their learning. 	<ul style="list-style-type: none"> How do learning goals work towards VCAA Achievement Standards, VCAL and VET Competencies or VCE key knowledge and skills sequences of learning? Do students understand what success looks like? Is the purpose of learning clear and explicit? Are learning goals accessible for all students? 	<p>General Strategies</p> <ul style="list-style-type: none"> Explicit written and verbal Learning Intentions and Success Criteria Learning goals are tracked through course documentation to map learning progression <p>Marzano's High Yield Strategies</p> <ul style="list-style-type: none"> Recognize effort and provide recognition <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> Feedback
ENGAGE 	<ul style="list-style-type: none"> Students make connections to prior learning. Students develop curiosity and an emotional connection to learning. 	<ul style="list-style-type: none"> Is the engagement activity connected to the learning? Is there an opportunity to make a connection to their broader world? 	<p>General Strategies</p> <ul style="list-style-type: none"> Brainstorms Interactive games and quizzes Review of prior learning Anecdotes and analogies Videos Skill based warm up, energisers and hooks Modelling <p>Marzano's High Yield Strategies</p> <ul style="list-style-type: none"> Questions and cues Non-linguistic representation Similarities and differences <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> Collaborative learning
NEW LEARNING 	<ul style="list-style-type: none"> Students are activating their working memory. Students are actively engaging with new knowledge / skills. Students connect new knowledge with prior knowledge. 	<ul style="list-style-type: none"> Is learning accessible for all students? Which instructional strategies will best support and improve student learning? What specific feedback will be provided to students? How will effort be rewarded and recognised? Are students actively participating in their learning? How will students understanding be measured? How do learning material support students in meeting their learning goals? 	<p>General Strategies</p> <ul style="list-style-type: none"> I do, We do, You do (GRR) Modelling <p>Marzano's High Yield Strategies</p> <ul style="list-style-type: none"> Summarise and take notes Questions, cues and advance organisers Non-linguistic representation Recognize effort and provide recognition <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> Explicit teaching Worked examples Multiple exposures Metacognitive strategies Differentiated teaching Provide feedback Collaborative learning
APPLY 	<ul style="list-style-type: none"> Students are actively practising using new skills and knowledge. Students are accessing challenging work that is at their point of need. Students have opportunities to practice new knowledge and skills in a variety of ways. 	<ul style="list-style-type: none"> Is learning accessible for all students? Which instructional strategies will best support and improve student learning? What specific feedback will be provided to students? How will effort be rewarded and recognised? Are students actively participating in their learning? How will students understanding be measured? How can students be extended or supported in their learning? How do learning activities support students in meeting their learning goals? 	<p>General Strategies</p> <ul style="list-style-type: none"> I do, We do, You do (GRR) <p>Marzano's High Yield Strategies</p> <ul style="list-style-type: none"> Identify similarities and differences Provide practice Generate and test hypotheses Questions, cues, and advance organizers <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> Worked examples Collaborative learning Multiple exposures Metacognitive strategies Differentiated teaching
REVIEW 	<ul style="list-style-type: none"> Students reflect on their learning and work habits within the class. Students evaluate their progress understand the next steps for their learning Students' efforts and achievement are celebrated. 	<ul style="list-style-type: none"> What levels of understanding have the students demonstrated? How will students understanding be measured? How has effort been modelled, recognised and celebrated effort throughout the learning? 	<p>General Strategies</p> <ul style="list-style-type: none"> Exit slips Goal review <p>Marzano's High Yield Strategies</p> <ul style="list-style-type: none"> Questions and cues Reinforce effort and provide Recognition <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> Metacognitive strategies Feedback

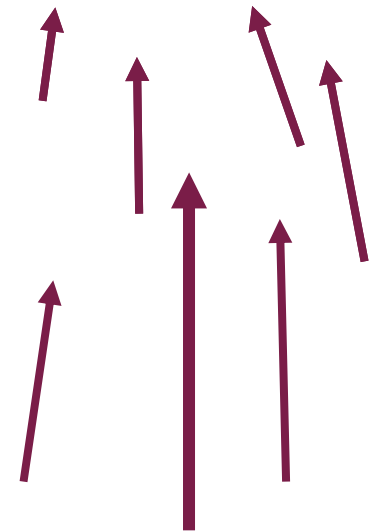
Why do we need a Instructional Model?

“Instructional models help schools do the right things the right way.”

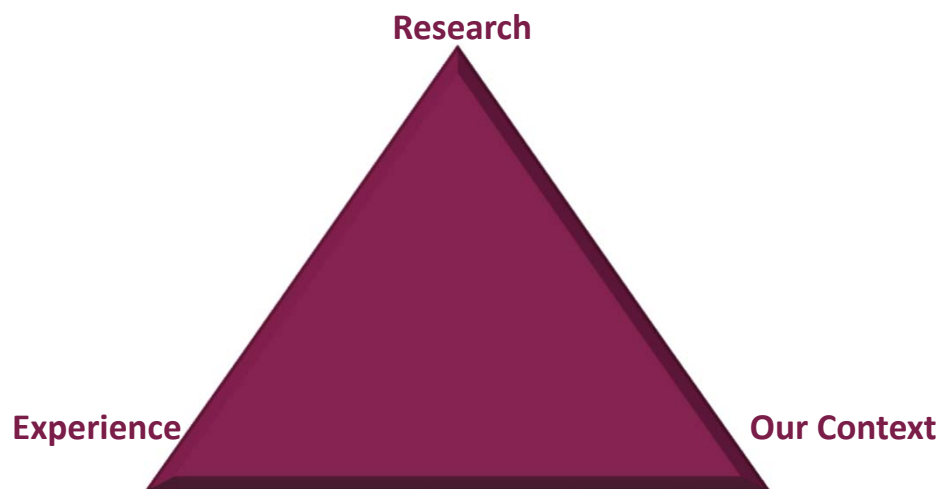
Student Outcomes



Student Outcomes



How did we develop the model?



GOALS

Aims and objectives of the lesson

- Am I prepared for this lesson?
- Do I know the purpose of the lesson?
- How does this purpose relate to the overall topic we are currently studying?
- Do I understand how to be successful?



ENGAGE

Revisit prior learning and stimulate interest in learning

- How does this relate to my own experiences?
- How does this connect to what I have already learnt and my future learning?



NEW LEARNING

Focus on new knowledge

- Do I understand what I'm learning?
- What questions would be helpful to ask?
- What do I already know that could help me?
- Am I actively listening to my peers and the teacher?



APPLY

Opportunity to use new learning

- How can I use my new learning?
- How can I apply feedback?
- How am I progressing towards my goals?
- What strategies can I use to overcome problems I encounter?



REVIEW

Revisit our goals and consider next steps

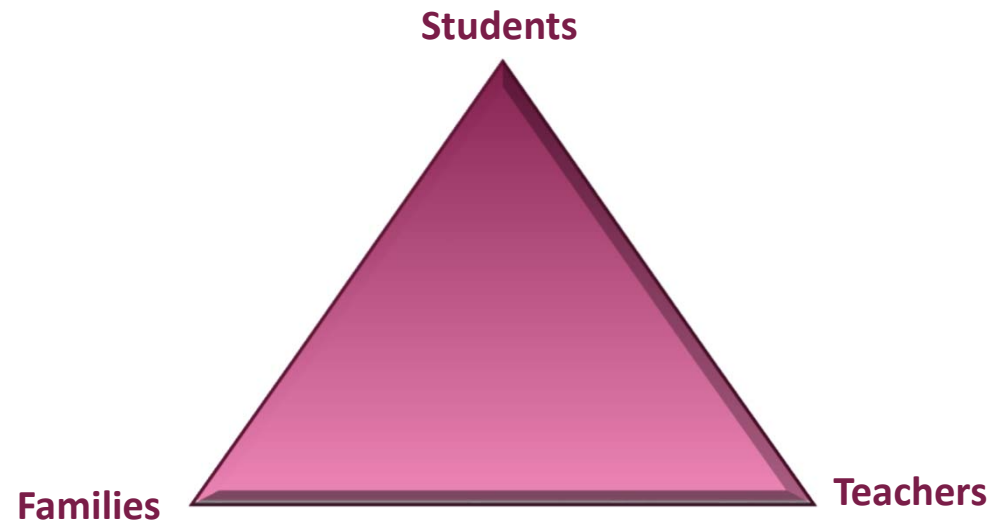
- What did I learn and how is it useful for future learning?
- Have I achieved my goal?
- What are my next steps?
- If I am still unsure about the learning, what can I do to understand it further?

What will it look like in the classroom?

	GOALS Aims and objectives of the lesson	<ul style="list-style-type: none"> • Am I prepared for this lesson? • Do I know the purpose of the lesson? • How does this purpose relate to the overall topic we are currently studying? • Do I understand how to be successful?
	ENGAGE Revisit prior learning and stimulate interest in learning	<ul style="list-style-type: none"> • How does this relate to my own experiences? • How does this connect to what I have already learnt and my future learning?
	NEW LEARNING Focus on new knowledge	<ul style="list-style-type: none"> • Do I understand what I'm learning? • What questions would be helpful to ask? • What do I already know that could help me? • Am I actively listening to my peers and the teacher?
	APPLY Opportunity to use new learning	<ul style="list-style-type: none"> • How can I use my new learning? • How can I apply feedback? • How am I progressing towards my goals? • What strategies can I use to overcome problems I encounter?
	REVIEW Revisit our goals and consider next steps	<ul style="list-style-type: none"> • What did I learn and how is it useful for future learning? • Have I achieved my goal? • What are my next steps? • If I am still unsure about the learning, what can I do to understand it further?

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Where to families come in?



**Please fill in the
family survey!**



Question time

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Community Expectations

JARED DYSON, ASSISTANT PRINCIPAL



School Wide Positive Behaviour

- An approach that focuses on encouraging positive behaviour in all aspects of the school environment
- Enshrines school values in expectations of behaviours in the classroom, the yard and other common spaces
- Doesn't assume students inherently know what expectation are





POSITIVE BEHAVIOUR EXPECTATIONS

	AT THE CANTEEN	IN THE TOILETS	IN THE CORRIDORS	ON THE OVALS & COURTYARD	AT THE LOCKERS
WE ARE RESPECTFUL	<ul style="list-style-type: none"> • Being ready to order • Using polite language • Being mindful of the personal space of others 	<ul style="list-style-type: none"> • Being mindful of the privacy of others • Moving out of the area quickly • Flushing after use 	<ul style="list-style-type: none"> • Acting safely around others • Walking in corridors • Using polite language 	<ul style="list-style-type: none"> • Using polite language • Acting safely towards others • Being friendly and including others • Taking care of school property and spaces 	<ul style="list-style-type: none"> • Waiting for friends outside locker area • Taking care of school property and spaces • Acting safely around others • Walking in locker areas • Using polite language
WE ARE RESPONSIBLE	<ul style="list-style-type: none"> • Lining up in an orderly manner • Using our own money to buy food • Moving on once served • Putting our rubbish in the bin 	<ul style="list-style-type: none"> • Reporting graffiti and misuse to teaching staff • Being hygienic and washing hands after use • Cleaning up after ourselves • Changing for PE in the appropriate rooms 	<ul style="list-style-type: none"> • Making room for others • Using corridors at designated times • Putting our rubbish in the bin • Keeping to the left side 	<ul style="list-style-type: none"> • Using designated play spaces • Sharing spaces • Being mindful of the personal space of others • Putting our rubbish in the bin • Moving to class promptly 	<ul style="list-style-type: none"> • Keeping our locker organised and secure • Collecting books and moving on quickly • Entering locker areas at designated times • Putting our rubbish in the bin
WE ARE RESILIENT	<ul style="list-style-type: none"> • Waiting patiently to be served 	<ul style="list-style-type: none"> • Waiting patiently for others to leave • Trying to use toilets outside of class time 	<ul style="list-style-type: none"> • Waiting patiently for others 	<ul style="list-style-type: none"> • Playing fairly with others • Following the agreed rules of games 	<ul style="list-style-type: none"> • Waiting patiently for others
WE SHOW ENDEAVOUR	<ul style="list-style-type: none"> • Picking up rubbish when we notice it 	<ul style="list-style-type: none"> • Moving to class promptly 	<ul style="list-style-type: none"> • Helping others • Picking up rubbish when we notice it • Moving to class promptly 	<ul style="list-style-type: none"> • Picking up rubbish when we notice it 	<ul style="list-style-type: none"> • Picking up rubbish when we notice it • Helping others



POSITIVE BEHAVIOUR EXPECTATIONS

IN THE CLASSROOM

RESPECT

- We actively listen to others
- We support the learning of others
- We use respectful language towards everyone
- We value the belongings of others

RESPONSIBILITY

- We are punctual, prepared and equipped to learn
- We look after our classroom
- We are responsible for our belongings
- We are accountable for our actions

RESILIENCE

- We are positive and bounce back from difficulty
- We do our best and never give up
- We learn from our mistakes
- We act on feedback

ENDEAVOUR

- We have a positive mindset and self-belief
- We take on challenges
- We set goals and strive to achieve them
- We get involved and try our best

Behaviour Management Strategies

SUPPORT STRATEGIES

- Restorative practices
- Parent/carers engagement
- Positive behaviours tracking books
- Wellbeing support

GRADUATED CONSEQUENCE SYSTEM

- Lunchtime detention
- After school detention
- Principal's detention (in lieu of suspension)
- Internal/external suspension



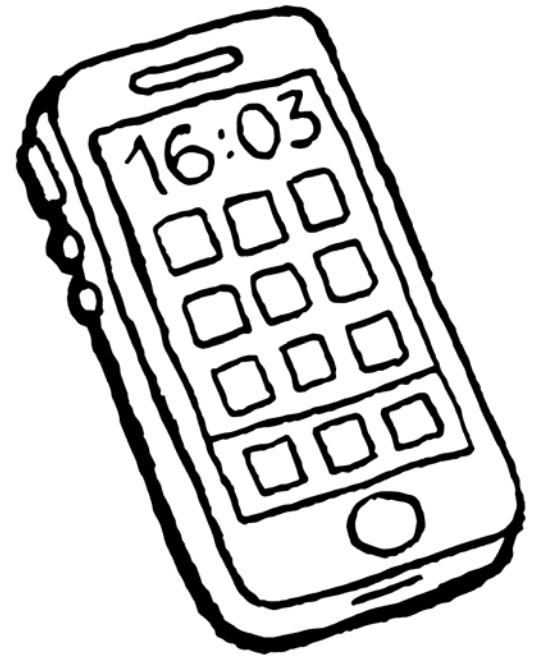
Uniform

- Leather lace-up school shoes and plain white socks (no branding) must be worn with the academic uniform
- Jewellery is not permitted (except studs)
- Students are permitted to wear sports uniform for the day where they have practical PE. (This is a trial)
- Uniform shop is open Tuesday afternoon and Thursday morning



Mobile Phones

- New ministerial order relating to phones in schools
- Students must secure their phone in their locker from 9:00 am until 3:10 pm or hand it in to the front office each school day
- Cannot be accessed at recess or lunch



eLearning – Bring Your Own Device

- Students are expected to have a charged device in each class they attend
- Partnership with JB-HiFi if you need a device
- Make sure your device meets the minimum requirements (see transition pack)



Question time

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Wellbeing



Supporting your child

- Our school has a dedicated wellbeing team including youth workers, a nurse and a psychologist
- Proactive targeted programs e.g. breakfast club, bully stoppers, flag football, canine engagement program, lunch time activities etc.
- Doctors in schools program
- Tailored support and case management
- If you have a concern, contact the significant teacher or an LP7 Manager to discuss

Compass



What is Compass?

- Your one stop shop for all administrative interactions
- Our school's primary communication tool
- Your child's learning management system
- You will get login details early next year



Welcome to the Sunbury College Portal

Use the links listed for each of your children to explore the portal. Please keep your mobile phone number and email address up to date (Tools > Update My Details). The school will use this to contact you regarding attendance, events, news and more.

Harry Potter

- Profile (Attendance, Schedule, Reports)
 - Send email to Harry's teachers
 - Add Attendance Note (Approved Absence/Late)
 - View Academic Reports
 - Book Parent Student Teacher Conference
-
- 1 learning task due in the next week



Compass

My News

Attendance: Attendance Note Required

Harry was recorded as 'not present' or 'late' without explanation.
[Click here for more information](#)

Used lockers for sale- Great for the shed!

Dear Sunbury College Community,

The school is replacing 53 banks of four lockers and these will be available to purchase for \$20 from outside the ECA. They will ONLY be available from 8.00 to 10.00am on Saturday the 14 December on a first come first serve basis. They must be removed from the school grounds at the time of purchase. All payments must be made on the day in cash. All proceeds from the locker sale will go back into improvements to the school grounds. For those in the know, these are the current Jackson lockers and for those a little older, the year 12 lockers that have been located inside the first story corridor of L block.

So many memories.....

Craig O'Bree

1 day ago by Craig O'BREE



Student: Harry Potter

**Details:** 13 years 2 months (01/01/2008)**Groups:** BATMAN, 07F, Year 7**Student IDs:** POT0001**Today's Attendance:**

Contact Add

Sunday, 08 December 2019

8am

9am

10am

Student Chronicle

Date Filter: This Year

Chronicle Summary

Acknowledgement

2019 Total

6 6

Displaying entries made between 1/1/2019 and 31/12/2019 for: All Categories



Endeavour positive post

Recorded by Mamiko SHIMIZU - MSH

Overview: Great to see students participating learning activity enthusiastically in Japanese class today! Keep up the great work!

Acknowledgement

Recorded Friday at 04:03pm, Occurred Friday at 02:00pm



Endeavour positive post

Recorded by Janet SEVIOR - JS

Learning Tasks

Student: Harry Potter - 07F, Year 7

Active

Dashboard	Schedule	Learning Tasks	Attendance	Reports	Analytics
Group by code Academic Year: (Currently Relevant) ▼					
Code	Learning Task	Status ▼	Result	Actions	
8PDTTA	Skills Worksheet Class Task Report: No	Due date: 11/12/19 03:00 PM Submitted: On Time	-		
8PDTTA	Introduction to Equipment Class Task Report: No	Due date: 04/12/19 03:00 PM Submitted: On Time	-		

Reports

SEMESTER REPORTS

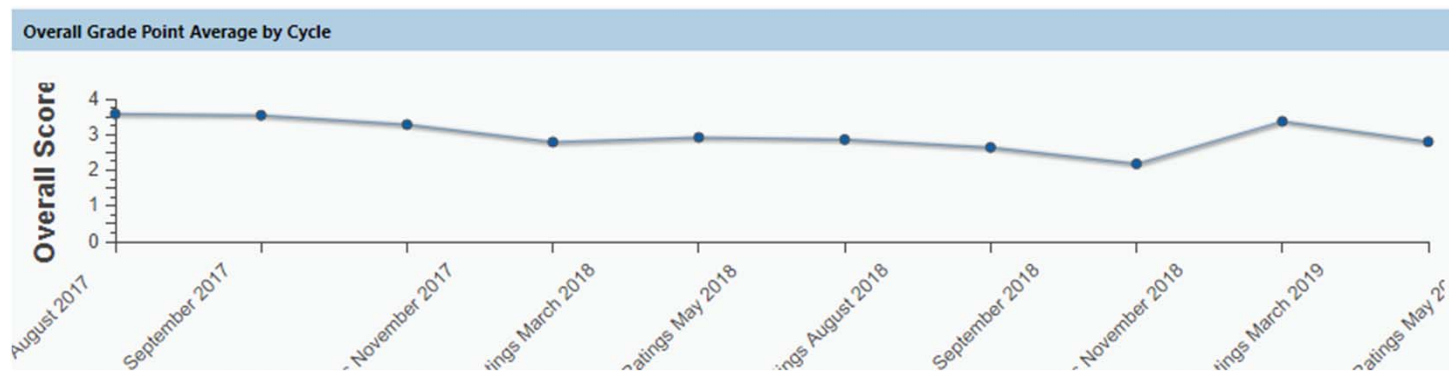
- A summative review of academic progress in released twice a year
- Track student progression against the Victorian Curriculum
- Include tailored improvement strategies

WORK HABITS REPORTS

- A 'pulse check' tracking habits associated with succeeding in the classroom environment
- Are rated on a scale of Always (4) to Never (0)
- Are used as criteria for things such as school sport

Work Habits Report

Subject	Areas Of Assessment								Subject Avg.
	Percentage attendance in class	Behaves well and respects the learning environment	Shows endeavour and uses class time effectively	Engages in learning by listening and questioning	Prepares well for assessment tasks	Acts on feedback	Meets work deadlines	Brings correct equipment to class	
YR 7 ENGLISH Trevor SHIPP	96%	Usually	Sometimes	Usually	Sometimes	Sometimes	Sometimes	Usually	2.43
YR 7 PHYSICAL EDUC. AND HEALTH Thomas PAYNE	91%	Always	Always	Always	Always	Always	Always	Always	4.00



Question time

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Other Matters



School Bus Services

- Available to students who attend their closest school and live at least 4.8 km away
- Application forms are available at the front office
- Contact Carol Cauchi for more information

Key Dates to Remember

Date	Description
Jan 29	Meeting with significant teacher
Jan 30	First day of school
Feb 4	School photos
Feb 19 - 21	Year 7 Camp
Mar 2	Literacy - Parent information session
Mar 24	Term 1 parent, student and teacher conferences



Closing Remarks

