

School Review Report

2022 cycle

Sunbury College

8350

North West Victoria Region

Validation Day: 5 May 2022

Fieldwork Day/s: 23, 26 and 27 May 2022

Final Panel Day: 1 June 2022

Strategic Plan 2018–2022

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1. Public section

1.1 School Context	
Location and history	Sunbury College is located in the Hume LGA, north of Melbourne approximately 42 kilometres from the Melbourne Central Business District. The school was founded in 1988.
School facilities	The school facilities have been upgraded through the school building program during the SSP period, with the addition of seven new classrooms, and four new science rooms. In addition, a number of learning spaces were refurbished, resulting in new facilities for creative arts and a library space. The outdoor facilities include a number of covered recreation and sitting areas, as well as outdoor sporting facilities.
Enrolments	Enrolments at the time of the review were approximately 1077 students. Over the past four years, enrolments have remained stable.
SFO and SFOE	The Student Family Occupation Education (SFOE) index was 0.43 in 2022.
Staff profile	The staffing profile of Sunbury College includes a principal and three assistant principals, the equivalent of 98 full time teachers, and the equivalent of 33 full time Education Support (ES) staff.
Curriculum	The school provides a program of learning that reflects the Victorian Curriculum Framework, the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).
Additional information	<p>The school provides a range of enrichment opportunities including in the academic areas of English, mathematics, science and sports, as well as instrumental music and the performing arts. The school provides a camping program for students in Years 7 to 9 and opportunities for travel to Japan, where the school has a sister-school relationship.</p> <p>The school employs a wellbeing team coordinator who is a qualified counsellor, two youth engagement workers, a student counsellor, an adolescent health nurse, and a mental health practitioner. Sunbury College also offers the Doctors' in school program.</p>

1.2 School and Community Highlights

Highlight 1

Title: Professional Collaboration

FISO2.0 Core Element: Leadership

The Panel found that a key school community highlight was:

- The school had implemented a Professional Learning Team (PLT) approach to enable teacher collaboration
- Teachers met in PLTs on a weekly basis and worked together using a cycle of inquiry that was based upon agreed processes and protocols
- The focus of the time was student learning, and discussions drew upon student assessment and evidence of learning
- Teachers indicated through Pre-Review Self Evaluation (PRSE) consultation and Review process that they valued this time
- School Staff Survey data had improved, including in the School Climate measure and the measures of Teacher collaboration and Staff trust in colleagues.

Highlight 2

Title: Instructional Model

FISO2.0 Core Element: Teaching and Learning

The Panel found that a key school community highlight was:

- The school developed and implemented the Sunbury College Teaching and Learning Framework
- The framework included an agreed Instructional Model, referred to as GENAR (Goals, Engage, New Learning, Apply and Review)
- In developing the model, staff had examined the DET evidence base, as well as other examples of instructional approaches and models, which was evident in classroom observations
- Facilitated by school leaders, staff developed the learning cycle (GENAR) and it was introduced in all classrooms in 2020
- The Panel learned during fieldwork that the implementation of the approach was reinforced through periods of flexible and remote learning, providing a framework for the development of learning for students
- The parent opinion survey measure for Stimulating learning environment had increased during this period, indicating improved student experience of stimulating learning.

Highlight 3

Title: Senior Student Pathways

FISO2.0 Core Element: Engagement

The Panel found that a key school community highlight was:

- Senior student pathways was a focus for improvement during the SSP period
- The Panel heard that the careers and pathways team had strengthened student pathways counselling practices to support student pathways planning, including subject selection
- VCAL was introduced at the school in 2017, with the first graduating cohort in 2018, providing greater breadth in provision
- The Panel validated that the process for participation in VCAL was rigorous, with students required to demonstrate appropriate work habits
- There was an increasing proportion of Year 10-12 students that exited the school to a continuing education, including TAFE, University, Apprenticeship and Traineeship destinations.

1.3 Summary of Key Review Findings

Performance against the School Strategic Plan (SSP) goals and targets

SSP Goal 1:

The 2018–22 School Strategic Plan for Sunbury College set a goal to improve student empowerment and confidence in learning. The Panel found that this goal was partially met following an analysis of evidence of achievement against each target, with one target met and one target not met.

SSP Goal 2:

The second goal was to increase student engagement in learning. The Panel found that this goal was partially met following an analysis of the evidence of achievement against each target. The Panel agreed that one target was partially met and two targets were not met.

SSP Goal 3:

The final goal for Sunbury College Strategic Plan was to maximise the growth of student learning and academic outcomes. The Panel found that this goal was partially met following an analysis of evidence of achievement against each target, with one target partially met and two targets not met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent do Professional Learning Teams (PLTs) have a positive impact on teacher practice and student outcomes?

The Panel found that since the introduction of PLTs in 2019, staff had engaged in weekly PLTs with their colleagues with a focus on improving student outcomes, aligned to the strategic priorities of the school. Individual PLTs had been able to demonstrate a positive impact on student outcomes. The Panel agreed that the school could continue to use this professional practice as a lever to further improve teacher practice and student outcomes.

Terms of Reference Focus Question 2: To what extent do teachers identify and respond to the learning and wellbeing needs of their students?

The Panel found through fieldwork interviews with students, staff and parents that the school had developed a tiered response to student needs in learning and wellbeing. The strengths of this approach was the layers of intervention available through the wellbeing team and learning support team, including in class support and intervention programs. The Panel identified an opportunity to continue to strengthen the differentiation of learning within the classroom to promote further student engagement and learning growth.

Terms of Reference Focus Question 3: To what extent does the school foster positive partnerships with students, parents/care-givers and the wider community in order to enhance student outcomes?

The Panel found that the school had developed positive partnerships with parents during the SSP period. Particularly during 2020 and 2021 the school consistently focussed on the priorities of student learning and wellbeing and connection to the school. The Panel found that the careers and pathways support was a strength of the school that had enabled positive exit destinations for students.

Terms of Reference Focus Question 4: To what extent do leaders provide targeted guidance and support to teachers that positively impacts student outcomes?

The Panel found that the school had supported leadership development through professional learning during the SSP period. Instructional leaders had enabled the school to develop and implement a whole school instructional model and supported staff adapting to online learning platforms. However, staff participation in peer observation was interrupted by periods of flexible and remote learning. The Panel identified an opportunity to increase the impact of instructional leadership through the PLT structure and how what is learned is shared with the Key Learning Area teams.

1.4 Summary of Key Directions for the next School Strategic Plan

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- Student agency in learning
- Student engagement and active voice
- Student learning growth
- Student wellbeing.