

School Strategic Plan 2022-2026

Sunbury College (8350)



Submitted for review by Craig O'bree (School Principal) on 07 February, 2023 at 10:09 AM

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Endorsed by Robert Torcutti (School Council President) on 10 May, 2024 at 12:53 PM

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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	Sunbury College’s values are Respect, Resilience, Responsibility and Endeavour. Our values are lifestyle priorities that are of significant personal importance and direct our behaviours. They underlie our sense of right and wrong and inform the way in which we conduct ourselves. The values of our school reflect those of our wider community and the nation to which we belong. Our school values reflect our commitment to providing a holistic education. Our aim is to develop students’ key personal attributes to embrace opportunities, navigate the challenges of life and succeed academically.
Context challenges	<p>Through the self-evaluation and school review process, involving data analysis and interviews with students, teachers and leaders, the following challenges were identified:</p> <ol style="list-style-type: none"> 1. Learning Growth: The school implements many programs to provide academic support to individual students and targeted groups, including students with additional needs. Whilst many students achieve high results, NAPLAN and VCE data suggests that some students are not achieving their expected levels of attainment. Continuing to improve differentiation and professional collaboration through PLCs is an important path towards improved learning growth for all our students. 2. Learning and Wellbeing: The periods of remote and flexible learning during 2020 and 2021 impacted on learning growth for some students. Whilst a number of students thrived academically during this time, some students, for a variety of reasons, did not. Similarly, some students' social and emotional development has not progressed at the same rate as previous years. Many students accessed the variety of well-being supports provided to individual students and targeted groups. Maintaining and deepening this targeted and differentiated academic and wellbeing support for students and building community through consistency and shared values will be an important focus during the coming years. 3. Student Agency: Feedback indicates that student agency in their learning and wellbeing is an area for growth at Sunbury College. Establishing a whole school culture that encourages students to be active participants in school improvement and developing staff capacity to activate student agency in learning are ways forwards on our improvement journey.
Intent, rationale and focus	At Sunbury College we have a strong vision for learning, where our students are 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.

Over the next four years we expect to see greater connection within the school community and to our school values. We expect further supports in place to foster the learning and wellbeing growth of every student with their achievement more closely aligned with their potential. We also expect to see students developing a stronger sense of agency and become engaged partners in their learning. These goals will allow us to build on the foundations laid over the past 4 years.

Our strategic focus will be:

1. Maximising student agency: empowering students to be engaged partners in the teaching and learning process is known to increase student attendance, motivation and self-perception of their abilities which leads to positive, driven students with higher levels of engagement, learning and wellbeing.
2. Optimising student learning: increasing student learning growth through enhanced differentiated support and tailored instruction will allow students to build understanding from their point of need and lift the performance of all students.
3. Optimising student well-being: fostering and teaching well-being is always a priority at Sunbury College. We care about our students and supporting them and building their social and emotional skills. Our aim is to enhance motivation, improve school connectedness and social integration and ultimately increase academic achievement.

In the new SSP we will focus on initially deepening the capacity of leaders and teachers to create a learning environment that closely reflects the school values and enables effective learning and wellbeing. Actions to support this improvement will include embedding School Wide Positive Behaviour Support (SWPBS) and whole school classroom management practice, pastoral care programs and celebrations of values and success.

The school will focus on strengthening the capability of teachers to differentiate their practice to enable all students to achieve their learning growth and wellbeing potential through professional learning, improved implementation of the flexible teaching and learning framework and focused work in PLCs. Increasing the leadership capacity across the school through the provision of middle leader development programs on instructional leadership practice will be an important step, as will implementing a graduate teacher program to support staff development.

To build a school wide culture where teachers and students work together, we will start by developing a shared understanding within our school community of student voice and agency, involving families, students and teachers in the discussion. We will review existing processes for ways to include more student participation in decision making and focus on developing staff capacity to activate student agency in learning.

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Goal 1	Empower students to be engaged partners in learning.
Target 1.1	Improve the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures: <ul style="list-style-type: none">• Student voice and agency from 34 per cent in 2021 to 45 percent by 2026• School connectedness from 47 per cent in 2021 to 55 percent by 2026
Target 1.2	Increase the per cent of positive endorsement of staff in the School Staff Survey in the measure of: <ul style="list-style-type: none">• Trust in students and parents from 44 per cent in 2021 to 50 percent by 2026
Target 1.3	Increase the per cent of positive endorsement of parents in the Parent Opinion Survey in the measure of: <ul style="list-style-type: none">• Student voice and agency from 81 per cent in 2021 to 83 percent by 2026
Target 1.4	Increase the per cent of students with less than 20 days absent from 59 per cent in 2021 to 65 per cent by 2026
Key Improvement Strategy 1.a	Establish a whole school culture that encourages students to be active participants in school improvement.

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop staff capacity to activate student agency in learning.</p>
<p>Goal 2</p>	<p>Optimise the learning and wellbeing outcomes of every student.</p>
<p>Target 2.1</p>	<p>Increase the per cent of students meeting and above Year 9 NAPLAN Benchmark growth in the domains of:</p> <ul style="list-style-type: none"> • Reading from 60.5 per cent in 2021 to 75 per cent by 2026 • Writing from 66.2 per cent in 2021 to 75 per cent by 2026 • Numeracy from 68.7 per cent in 2021 to 75 per cent by 2026.
<p>Target 2.2</p>	<p>Increase the per cent of students achieving in the top two NAPLAN bands in Year 9 in the domains of:</p> <ul style="list-style-type: none"> • Reading from 10 per cent in 2021 to 15 per cent by 2026 • Writing from 4 per cent in 2021 to 8 per cent by 2026 • Numeracy from 6 per cent in 2021 to 15 per cent by 2026.
<p>Target 2.3</p>	<p>Increase the VCE Mean score for the following studies:</p> <ul style="list-style-type: none"> • All study from 26.27 in 2021 to 28.5 by 2026

	<ul style="list-style-type: none"> • Maths Further from 25.85 in 2021 to 28.5 by 2026 • English from 25.67 in 2021 to 28.5 by 2026
Target 2.4	<p>Increase the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures:</p> <ul style="list-style-type: none"> • Respect for diversity from 38 per cent in 2021 to 45 percent by 2026 • Emotional awareness and regulation from 63 per cent in 2021 to 65 percent by 2026 • Resilience from the 2022 benchmark of 65 percent to 70 percent by 2026 • Stimulated learning from 48 per cent in 2021 to 55 percent by 2026
Target 2.5	<p>Increase the per cent of positive endorsement of staff in the School Staff Survey in the following measures:</p> <ul style="list-style-type: none"> • Collective efficacy from 46 per cent in 2021 to 52 percent by 2026 • Academic emphasis from 37 per cent in 2021 to 42 percent by 2026 • Instructional leadership from 74 per cent in 2021 to 76 percent by 2026 • Monitoring effectiveness using data from 70 per cent in 2021 to 72 percent by 2026 • Seek feedback to improve practice from 63 per cent in 2021 to 65 percent by 2026
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen the capability of teachers to differentiate their practice to enable all students to achieve their learning growth and wellbeing capabilities.</p>

Key Improvement Strategy 2.b

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment

Deepen the capacity of leaders and teachers to provide an environment that reflects the school values and that enables effective learning and wellbeing.