

School Strategic Plan 2026-2030

Sunbury College (8350)



Submitted for review by Craig O'bree (School Principal) on 17 May, 2026 at 12:40 PM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 17 May, 2026 at 04:00 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2026-2030

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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 maximised.
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	Through the self-evaluation and review process, involving data analysis, classroom observations and focus groups with students, teachers and leaders, the following school context and opportunities for growth were identified: School context Staff identified strong growth in building positive student relationships, collaboration in teams, student wellbeing and inclusion, curriculum development, professional learning and graduate teacher development. These strengths are reflected in the growth demonstrated in the Attitudes to School Survey (ATOSS) and School Staff Survey (SSS) data sets between 2022 and 2025. The College has continued to strengthen its culture of collaboration through the introduction of Collaborative Teacher Teams (CTTs), an increased focus on middle leader instructional leadership and sustained professional learning aligned to Victorian Curriculum 2.0, and evidence-based teaching practices. The College has also strengthened its wellbeing and inclusion structures through the establishment of a multidisciplinary Inclusion and Wellbeing Team, supporting students through Disability Inclusion reforms and targeted wellbeing support. Additional programs supporting Koorie students and EAL learners have further enhanced the College's inclusive approach to learning and engagement. Sunbury College has fully implemented the senior secondary reforms, maintaining a 100% completion rate across both VCE and VCE-VM pathways. Learning challenges and opportunities for growth

Sunbury College's self-evaluation and review identified opportunities to further strengthen literacy and numeracy growth across Years 7–10, particularly through enhancing consistency in evidence-based teaching and responsive learning practices. NAPLAN and Victorian Curriculum data indicated scope to increase the proportion of students achieving at or above expected levels in Reading, Writing and Numeracy, while increasing growth for students across the middle years. The review also highlighted opportunities to strengthen differentiation, formative assessment and the consistent implementation of the college instructional model to better support the diverse learning needs of students, including those requiring additional intervention and high-ability learners. Building teacher capability in literacy and numeracy instruction, alongside continued development of collaborative teaching and curriculum planning practices, was identified as a key priority to support improved learning growth and senior secondary outcomes for all students.

Wellbeing challenges and opportunities for growth

The review identified opportunities to further enhance student wellbeing, connectedness and inclusion through strengthening consistent whole-school wellbeing practices and targeted supports. While many students reported positive perceptions of emotional awareness, connectedness and respect for diversity, there was an opportunity to further strengthen student voice, advocacy and school connectedness, particularly for older students. The establishment of the Inclusion and Wellbeing Team, implementation of Disability Inclusion reforms and development of School-wide Positive Behaviour Support (SWPBS) provided strong foundations for continued growth. The review highlighted the importance of further developing multi-tiered systems of support, alongside consistent implementation of wellbeing programs such as Pastoral Care, to ensure all students can access the learning, wellbeing and mental health supports they require to thrive.

Engagement challenges and opportunities for growth

Student engagement and attendance were identified as important areas for continued improvement, particularly in the middle years, through strengthening student motivation, participation and connection to learning. ATOSS data and classroom observations highlighted opportunities to further enhance differentiated and stimulating learning experiences that challenge and engage all students, including high-ability learners. Attendance data also indicated the need to strengthen strategies that support regular attendance and sustained classroom participation, particularly for students in Years 7–9 and equity-funded students. Building greater consistency in behavioural expectations, engagement practices and attendance interventions was identified as an important next step in supporting positive learning environments and improving student engagement outcomes across the college.

Intent, rationale and focus	What is your school trying to achieve? Sunbury College aims to improve student learning, wellbeing and engagement growth through scaffolded and responsive evidence-based teaching practices supported by strong whole-school wellbeing and inclusion structures. Building on the strengths developed during the previous School Strategic Plan, including collaborative teaching practices, curriculum development, student wellbeing and graduate teacher support, the College seeks to ensure all students are supported, challenged and connected to learning within a positive and inclusive environment. The College will continue to strengthen staff capability, instructional leadership and collaborative professional learning while enhancing student wellbeing, inclusion and connectedness through strong multi-tiered systems of support and targeted interventions that promote success for all students. Why is this important? Through the self-evaluation and review process, opportunities for further growth in learning, wellbeing and engagement were identified. Literacy and numeracy growth across Years 7–9, student engagement and attendance, and the consistent implementation of responsive teaching and wellbeing practices were recognised as important areas for continued improvement. The review highlighted the need to strengthen formative assessment and explicit teaching practices to better support the diverse learning needs of students, including high-ability learners and students requiring additional learning support. Continuing to strengthen instructional leadership, staff collaboration and evidence-based professional learning is essential to ensuring all students can thrive academically, socially and emotionally within an inclusive and supportive school environment. What are you prioritising? How will the Strategic Plan unfold over 4 years? Over the four years of the School Strategic Plan (SSP), the College will prioritise strengthening instructional leadership, curriculum planning and pedagogical practice through the continued development of Collaborative Teacher Teams (CTTs), middle leadership capability and the Graduate Teacher Program. A key focus will be the review and refinement of the GENAR instructional model to align with the Victorian Teaching and Learning Model (VTLM) 2.0 and current evidence-based teaching practices, alongside professional learning that supports consistent implementation of explicit, scaffolded and responsive teaching approaches, particularly in literacy and numeracy instruction. The College will also prioritise strengthening multi-tiered systems of support to improve student wellbeing, inclusion and engagement through consistent implementation of School-wide Positive Behaviour Support (SWPBS), strengthened Pastoral Care processes and targeted attendance and engagement interventions. Across the SSP, the College will focus on embedding consistent whole-school practices that promote high expectations, strong relationships and equitable access to learning and wellbeing supports so that all students are empowered to achieve success and thrive.
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Goal 1	Improve student learning outcomes				
Key Improvement Strategy 1.a 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	Strengthen and embed a whole school approach to teaching and learning, aligned to the VTLM 2.0,to ensure the consistent use of evidence-based practices.				
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen implementation of a guaranteed and viable curriculum to enable responsive teaching and scaffolded learning.				
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop the capacity of all teachers to explicitly teach literacy and numeracy across the curriculum to improve student learning growth.				
Target 1.1	By 2030, increase the percentage of students making at or above benchmark growth in NAPLAN:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 9	Reading	XX%	2026	YY%

	Year 9	Writing	XX%	2026	YY%
	Year 9	Numeracy	XX%	2026	YY%
Target 1.2	By 2030, increase the percentage of students achieving at and above age expected level according to Semester 2 Victorian Curriculum 2.0 teacher judgements for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 7 - 10	Reading and viewing	68%	2025	73%
	Year 7	Reading and viewing	64%	2025	69%
	Year 7 - 10	Writing	60%	2025	67%
	Year 7 - 10	Mathematics	61%	2025	63%
Target 1.3	By 2030, increase the VCE mean score for English (All) and General Mathematics.				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 12	English (All)	25.68	2025	28.:00
	Year 12	General Mathematics	26.14	2025	28.00
Target 1.4	By 2030, increase the percentage positive endorsement in the School Staff Survey for the following factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Teachers 0-10 years	Academic Emphasis	25%	2025	32%
	Teachers 11- 20 years	Academic Emphasis	32%	2025	40%
	All staff	Understand how to analyse data	44%	2025	49%

	Teachers 0-10 years	Understand formative assessment	57%	2025	61%
Goal 2	Improve student learning and wellbeing outcomes				
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement SWPBS practices with fidelity to promote a positive learning environment.				
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance Disability Inclusion practices to support all students' connectedness to school and peers.				
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the college's attendance processes and practices to improve, promote and proactively respond to student attendance.				
Target 2.1	By 2030, increase the percentage of students' positive endorsement to the Attitudes to Schools Survey for the following factors:				
	Cohort	Focus or factor	Baseline	Year	Target
					48%
	All	Sense of Connectedness	46%	2025	
	Years 10-12	Sense of connectedness	42%	2025	44%

	All	Motivation and Interest	48%	2025	53%
	Years 7-9	Motivation and Interest	43%	2025	49%
	Year 10-12	Motivation and Interest	53%	2025	58%
	Year 10-12	Teacher Concern	36%	2025	41%
	Year 9	Teacher concern	29%	2025	32%
					41%
	Year 10-12	Respect for Diversity	36%	2025	
	Years 7-9	Attitudes to attendance	66%	2025	70%
	Year 9	Attitudes to attendance	63%	2025	68%
	All	Differentiated learning challenge	51%	2025	57%
Target 2.2	By 2030, reduce the percentage of student absent days for:				
	Cohort	Focus or factor	Baseline	Year	Target
					57%
	Year 7	20 or more	65%	2025	
					69%
	Year 8	20 or more	74%	2025	

	Year 9	20 or more	81%	2025	75%
	Year 7–12 Equity funded students	20 plus days	56%	2025	50%