

School Strategic Plan for Sunbury Downs Secondary College Northern Metropolitan Region 2012-2015



'Confidence to Achieve'

School Profile

<p>Purpose</p>	<p>The College motto is 'Confidence to Achieve'.</p> <p>In order to achieve this motto, the College has developed an agreed 'Mission Statement':</p> <p>'The ongoing development of a learning community of staff, students and parents committed to a culture of participation and excellence based on mutual respect. This College culture promotes personal growth leading to meaningful citizenship and successful pathways to further studies and employment through students' academic success.'</p> <p>Sunbury Downs College aims to provide the learning environment and teaching and learning experiences that promote the academic success and personal growth of our students.</p>																		
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	<p>Responsibility & Discipline <i>Firm but fair and consistent approach to discipline where students gain an understanding of the balance between rights and responsibilities and all members of the community are accountable for their own actions</i></p> <p>Courtesy & manners <i>The College will teach and model honourable behaviours that underpin respect</i></p> <p>Tolerance and acceptance of diversity <i>Our structures and processes recognise and appreciate cultural diversity. Our teaching and learning activities address the range of learning styles, capabilities, and interests of all members of our College community</i></p> <p>Holistic development of the person <i>A strong emphasis on the value of co-curricula activities and wider College programs that enhance learning and personal development</i></p>
Environmental Context	<p>Sunbury Downs College situated 37 km North West of Melbourne, is a growing co-educational secondary college for students from Years 7–12. Built in 1988, the year of Australia’s Bi-Centenary, Sunbury Downs College is a modern and clean school. The College has prospered through investment in improved student amenities and teaching and learning facilities over the past five years. Sunbury Downs College draws student enrolments from the Sunbury area including the broader Sunbury and Macedon Ranges districts.</p> <p>Sunbury Downs College students are not ethnically diverse, most are of Anglo origin (5% of students speak a language other than English at home). Our students come to the College with English as their main language background. Sunbury Downs College has a moderate proportion of students from families on Educational Maintenance Allowance (EMA). Sunbury Downs College has a Student Family Occupation Index of 0.53 (typically it falls within the SFO 0.4 – 0.6 range); currently having 0.315% of students receiving EMA or Youth allowance.</p> <p>After years of enrolment decline at the Year 7 level (pre-2007), our College has experienced significant renewal. Over the past 5 years there has been significant enrolment growth at Year 7 (2007 Year 7 data: 62, 2012 year 7 data: 167). The pre-conditions for continuous school improvement at Sunbury Downs College have been firmly established – growing pride and achievement through strong discipline and high expectations.</p> <p>The Sunbury Downs College Vision which was developed in 2007 is centred on four key priorities for continuous school improvement:</p> <ol style="list-style-type: none"> 1. Enhancing student culture; 2. Growing pride and achievement; 3. Valuing staff and building capacity (treating staff as professionals, with high expectations & high levels of support); 4. Increasing positive parental involvement. <p>Sunbury Downs College is an academic school with a wide range of dynamic extension, enrichment and extra-curricular programs. Sunbury Downs College is ‘small enough to care and large enough to challenge’. In 2008 an Accelerated Curriculum and Enrichment (ACE) program was introduced. Sunbury Downs College is the only secondary school in the area with an accelerated learning program.</p>

Sunbury Downs College presents a highly acclaimed Musical Production each year enabling students to grow as holistic citizens in an environment that fosters traditional values of participation and excellence based on mutual respect. The College has a major Instrumental Music program providing students with the opportunity to excel in music solo and group performance. Sunbury Downs College has an on-site Art – Design – Technology Exhibition Space enabling high quality presentation of exemplary student work. There is a high quality annual Art – Design – Technology Exhibition entitled *Muse* which is opened by an Education Officer from the National Gallery of Victoria. Sunbury Downs College is innovative in teaching and learning best practice which includes the integration of information communication technologies across the curriculum. Sunbury downs College was one of eight schools across Victoria that was selected to participate in *iPad trial* and was the first school in Victoria to implement a wireless network.

In 2007 Sunbury Downs College was directed to undertake a full diagnostic review. In 2011, Sunbury Downs College participated in a continuous improvement review process. Sunbury Downs College obtained Performance and Development Culture Accreditation in 2008. Sunbury Downs College has had a deliberate focus on attracting, retaining and developing high quality staff members who are passionate about their work. All staff members are determined in their focus on student engagement, learning and success. Sunbury Downs College teachers have strong teaching skills and successful educational backgrounds; The teachers at Sunbury Downs College know what it takes to be successful and are able to enrich the education of Sunbury Downs College students by providing them with a diverse range of life experiences.

The Sunbury Downs College community is proud of what our school stands for and what it is achieving. Sunbury Downs College is setting the benchmark for secondary education in the Sunbury area. We offer a rich program in an environment with strong discipline, high expectations and firm work habits. Student academic results are above the State average and well above students from comparative schools. Sunbury Downs College believes firmly in the benefits of strong community partnerships. Sunbury Downs College is a member of the Hume Network of Schools, the Sunbury Diggers Rest Cluster, the Defence Reserves Support Council and the Australian Business and Community Network. Sunbury Downs College is the setting for a highly acclaimed pre-service teacher education and site-based partnership program with Victoria University.

Sunbury Downs College is an outstanding learning environment which delivers results. The College Administration realises that teacher effectiveness has the greatest impact on student performance than any other government school education reform; With this, improving teacher effectiveness is the best method of improving student performance. Sunbury Downs College is committed to providing a high performing school environment in which students thrive, teachers are passionate and highly effective and parents are highly satisfied. Sunbury Downs College realises student potential through bringing to fruition our College motto the '*Confidence to Achieve*'.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> • Improve student performance in Years 7 – 12 in all areas, particularly in English and Mathematics • Enhance student learning from Years 7 – 9 (Middle Years of Schooling) • Improve student achievement in Years 10 to 12 (Later Years of Schooling), particularly in VCE studies. 	<ul style="list-style-type: none"> • Increase the proportion of VCE Studies that at least match the State mean to 70% • Increase the proportion of VCE Studies that at least match the Student Family Occupation (SFO) to 100% • Increase the VCE English study mean to be at or above the State English study mean • VCE 'All Studies' mean of at least 29 • Increase satisfactory completion rates in VET at Years 10, 11 and 12 to at least 90% in 2015 • 75% of students achieve at or above the SFO equivalent benchmark in discipline based learning, as well as physical and interdisciplinary learning • Reduce the percentage of students performing below the expected VELS achievement level in English to 8% by 2015 • Reduce the percentage of students performing below the expected VELS achievement level in Maths to 8% by 2015 	<ul style="list-style-type: none"> • Implementation of a contextualised DEECD Northern Metropolitan Region (NMR) 'Powerful Learning' strategy <ul style="list-style-type: none"> - establishing protocols for teaching & learning - higher order questioning - inquiry-focused learning - quality feedback and assessment • Implement Critical Literacy & High Reliability Strategies in English and across all Learning Areas • Employ data-informed action pertaining to curriculum development and delivery (NAPLAN, SPA, PAT, Torch, VCAA Curriculum Services Report, Carmel Richardson) • Maintain and enhance the College's accredited P & D Culture status in order to support purposeful teaching and professional growth • Work collaboratively with staff in Teams to improve the way that curriculum is envisaged, developed, documented, experienced and evaluated • Continue to enhance student learning opportunities through the Accelerated Curriculum and Enrichment (ACE) Sunbury Downs College flagship program

		<ul style="list-style-type: none"> • Milestone targets for English & Maths at all year levels 7-10 (VELS) will be 85% at or above the expected level by the end of 2012, 87% in 2013, 89% in 2014, 91% by 2015. • The percentage at greater than expected will be 10% by the end of 2012, 13% in 2013, 16% in 2014, 20% in 2015 • In the NAPLAN, a target of 1.0 VELS levels for the learning growth of the 'matched cohort' from Years 7-9 • NAPLAN: Percentage of students achieving above expected levels in <i>Reading</i> by Year 7 to be 45% in 2012, 48% in 2013, 50% in 2014 and 52% in 2015 • NAPLAN: Percentage of students achieving above expected levels in <i>Reading</i> by Year 9 to be 52% in 2012, 55% in 2013, 58% in 2014 and 62% in 2015 • NAPLAN: Percentage of students achieving above expected levels in <i>Writing</i> by Year 7 to be 43% in 2012, 46% in 2013, 48% in 2014 and 50% in 2015 • NAPLAN: Percentage of students achieving above expected levels in <i>Writing</i> by Year 9 to be 50% in 2012, 52% in 2013, 56% in 2014 and 59% in 2015 • NAPLAN: Percentage of students achieving above expected levels in <i>Numeracy</i> by Year 7 to be 43% in 2012, 46% in 2013, 48% in 2014 and 50% in 2015 	
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<p>Student Engagement and Wellbeing</p>	<ul style="list-style-type: none"> • To maximise students' personal and social learning • To increase student engagement in College life • Continue to improve student attendance • Continue to develop a College culture of participation and excellence based upon mutual respect 	<ul style="list-style-type: none"> • The College to at least meet the benchmarks in the Student Attitudes to School Survey • Whole school attendance data at no more than an average of 15 days absence per Full-Time Equivalent (FTE) student • A reduction in the percentage of time staff spends on managing classroom behaviour – to no more than 20% (Years 7-12 combined) • The Student Attitudes to School Survey targets by 2015: <ul style="list-style-type: none"> - improve attitude to motivation to learn score above 4.2, Year 7 – 12 combined (2010 benchmark) - improve attitude to connectedness to school above 3.56, Year 7 – 12 combined (2010 benchmark) - continue to improve staff perception of student motivation across the College: increase the Staff Opinion Survey scale score to align with student perceptions of learning environment, from 3.2 to 3.7 for student motivation - continue to improve staff perception of student misbehaviour across the College: decrease the Staff Opinion Survey scale score from 2.8 to 2.0 - maintain 'Effective Discipline Policy' (Student Management) scale score within Staff Opinion Survey at 4.1 to assist in improving staff perception of student misbehaviour 	<ul style="list-style-type: none"> • Establish an alignment of two Mini-Schools relevant to the stages of learning (Middle Years 7-9, Later Years 10-12) • To further develop the role of the SRC and House: enhancing Student Leadership programs and providing opportunities for student engagement and personal growth • Continue to implement and enhance the existing breadth & depth of student recognition & awards programs • Uphold and enhance the well established College Assembly program. Improve the Year Level and Mini-School assembly programs to mirror College Assembly protocols. Improve regularity and purpose of Year Level assemblies, ensure that the assemblies are student-led and provide greater leverage for 'student voice'. • Complete WANNIK 'KELP' for all Indigenous students and provide support in accordance with guidelines • Integrate attendance and engagement practices of the College • Particular focus on increasing the connectedness of Homegroup Teacher to students in the Later Years of schooling. • Improve connectedness between teachers and students, students to address teachers by using "Mr and Mrs/Ms" followed by the specific surname of the teacher and not "Sir or Miss"
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<p>Student Pathways and Transitions</p>	<ul style="list-style-type: none"> • To improve student learning in Post-Compulsory Pathways • To improve student retention in Years 7 – 12 • To provide an effective transition program from Grade 6 to Year 7 in order to improve student engagement and learning at Year 7 	<ul style="list-style-type: none"> • To increase the proportion of students who proceed to university and other tertiary settings, apprenticeships, traineeships or employment • To achieve real retention rates for Years 7 – 12 of at least 50% • To increase the Year 7 Attitudes to School Scores in School Morale, Stimulating Teaching, School Connectedness, Teacher effectiveness and Teacher Empathy <p>Increase Year 7 student survey scale scores:</p> <ul style="list-style-type: none"> - School Morale from 5.5(2010 benchmark) to 6.0 - Stimulating Teaching from 3.76 (2010 benchmark) to 4.0 - School Connectedness, Teacher Effectiveness, Teacher Empathy from 4.23 (average benchmark 2010) to 4.5 average <ul style="list-style-type: none"> • The percentage of unknown exit destinations for students leaving at the end of Years 10, 11 and 12 will be 10% or less • Increase the proportion of students who proceed to university studies from 29% (2009) to greater than 35% in 2015 • 90% of Year 10 – 12 students gains a tertiary place, apprenticeship, traineeship or employment. 	<ul style="list-style-type: none"> • Enhance the profile of the Homegroup teacher in relation to students' Individual Learning Plans (ILPs) at Years 7-9 and Managed Individual Pathways Plans (MIPs) in Years 10-12 • Continue to develop co-learning programs with local primary schools that focus on teacher growth and development, as well as student learning • Further improve the profile of the Student Services in the College, particularly in line with course counselling and pathways planning • Use feedback as an impetus for students to develop pathways for their learning to improve student work ethic, to impact upon student results. • Continue to re-brand the school, as it evolves as part of the continuous school improvement process eg. communicate the range of programs and curriculum offered at the College to the broader community
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School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three areas of the Strategic Plan)		Actions	Achievement Milestones (Changes in practice and behaviors)
Build the capacity of teachers to implement a whole-school differentiated curriculum approach to teaching and learning that encompasses a foci on literacy and numeracy.	Year 1	<ul style="list-style-type: none"> ▪ Develop, implement & evaluate a set of Teaching & Learning protocols (Theory of Action – School) / (<i>Explicit Instructional model</i>) to be used in classrooms across the College ▪ Curriculum documentation and resource material to be available for staff on the College intranet ▪ Enhance teacher pedagogy through a focus on 'learning intentions' as a preamble for the class in which the learning will occur 	<ul style="list-style-type: none"> ▪ All staff support the implementation of agreed Teaching & Learning protocols to guide changes in their practice, as reflected in Peer Observation documentation ▪ Professional Learning Teams will contribute to the development of a framework for teaching & learning, including assessment, to be readily accessible to staff of the College. ▪ All classes curriculum continuums across all KLAs to commence with a 'Learning Intention' ▪ Implementation of a 'Learning Intention' framework as documented in Peer Observation process, as well as Student Opinion Survey
	Year 2	<ul style="list-style-type: none"> ▪ Establish the use of feedback and data on students' actions and performance to affect accelerate student progress and enhance curiosity ▪ Utilise cooperative group structures and techniques Theory of Action (TOA) - teacher 	<ul style="list-style-type: none"> ▪ Staff work in collaborative forums to analyse data relative to student performance on a regular basis ▪ All staff to implement group structures within their classrooms that is reflective of the data analysis
	Year 3	<ul style="list-style-type: none"> ▪ Develop the use of higher order questioning in classroom practice (TOA-teacher) ▪ Continue to refine the use of cooperative group structures and techniques for student learning 	<ul style="list-style-type: none"> ▪ All staff create opportunity for students to analyse, synthesise and evaluate throughout their learning so that they may deepen their understanding and increase their level of achievement ▪ All staff to adapt their teaching and learning strategies to ensure individual achievement as reflected in Individual Learning Plans (ILPs), Yrs7-9 and Managed Individual Pathways (MIPS), Yrs10-12
	Year 4	<ul style="list-style-type: none"> ▪ Expand on TOA-teacher to enhance student engagement in their on-going learning and development ▪ Review College progress against actions and achievement milestones 	<ul style="list-style-type: none"> ▪ All staff to employ strategies that include peer assessment and assessment for learning in their curriculum programs ▪ All staff involved in reflective practice about pedagogy and Professional Development Culture at the College.

Key Improvement Strategies (KIS across the three areas of the Strategic Plan)		Actions	Achievement Milestones (Changes in practice and behaviors)
<p>Improve the capacity of staff and students to engage in purposeful wider-curricular programs that develops meaningful citizenship in students within the broader community.</p>	Year 1	<ul style="list-style-type: none"> ▪ Maintain high expectations and the ongoing development of a College culture of participation and excellence based on mutual respect ▪ Establish two Mini-Schools within the College that cater for the various stages of learning throughout middle and later years and allow for student leadership and personal development 	<ul style="list-style-type: none"> ▪ Each class will ensure connectedness with their Homegroup teacher through an on-going Homegroup Program ▪ Students will address staff by using “Mr and Mrs/Ms” and not “Sir or Miss” ▪ Homegroup teachers to utilise collaborative meeting opportunities to discuss student engagement at the various stages of learning ▪ Initiate Middle Years Captains roles, allowing for student leadership and input across the College, enhancing the student voice in decision making ▪ Staff and students to support the further development of the role of the SRC and House within the College ▪ Staff and students will engage in regular student-led assemblies within each of the Mini-Schools to promote communication, collaboration and College culture
	Year 2	<ul style="list-style-type: none"> ▪ Forge links with community organisations to deepen students’ understanding and facilitate inquiry learning ▪ Improve communication to parents and students regarding College initiatives and programs through the use of e-communication 	<ul style="list-style-type: none"> ▪ All staff will consider networks and community resources when developing programs at the College, in order to provide real and engaging learning opportunities for students ▪ All College community members will have access to the College website, as well as e-communications for alerts, reminders and updates related to College programs
	Year 3	<ul style="list-style-type: none"> ▪ Adapt the use of the student management tool in order to engage parents and families 	<ul style="list-style-type: none"> ▪ Through regular data collection, staff will provide ongoing and meaningful assessment and feedback pertaining to student involvement in wider-College programs
	Year 4	<ul style="list-style-type: none"> ▪ Review whole school and student engagement initiatives 	<ul style="list-style-type: none"> ▪ Staff and students to actively take part in forums to provide feedback

Key Improvement Strategies (KIS across the three areas of the Strategic Plan)		Actions	Achievement Milestones (Changes in practice and behaviors)
<p>Enhance the College's programs and processes that assist in preparing students for the various stages of learning, development and transition: from primary school, to secondary school and on to tertiary/ further education, employment and training.</p>	Year 1	<ul style="list-style-type: none"> ▪ Individual student learning and achievement to be documented within an ILP in Years 7-9 (supported by the Homegroup teacher) and MIPS in Years 10-12 (supported by Student Services) at the College ▪ Extend Pathways program to Year 9 ▪ Introduce a VCAL Program that is underpinned by rigour, accountability and purpose for students ▪ Implement the use of an e-student management tool 	<ul style="list-style-type: none"> ▪ Individual Student Learning Goals are developed based upon data and informed teacher judgement (VELS, NAPLAN) ▪ Within Professional Learning Teams, staff will develop and document curriculum for a cross-section of Learning Domains as well as Pastoral Care that is futures-focused and assists in preparing students for their transition into the Later Years of schooling ▪ Refine VCAL application process for students ▪ All members of the College will regularly celebrate student achievements as reflected in data gathered as evidenced in an accessible student management tool
	Year 2	<ul style="list-style-type: none"> ▪ Provide significant opportunities for students to showcase their work and achievements' 	<ul style="list-style-type: none"> ▪ All staff to take part in a review of the Student Led Conference program and look to enhance it for students to gain experience in public speaking and presenting ▪ All staff to support events and initiatives that showcase student work, ability and achievements ▪ An Arts-Design-Technology Exhibition Space to be built
	Year 3	<ul style="list-style-type: none"> ▪ Review of student data relating to teaching and learning with a focus on the post-compulsory years and pathways chosen ▪ Contextually review curricular programs offered at the College, particularly within the Later years of schooling 	<ul style="list-style-type: none"> ▪ Managed Individual Pathway plans completed by all Later years students, setting goals to improve student achievement.
	Year 4	<ul style="list-style-type: none"> ▪ Review College progress against actions and achievement milestones 	<ul style="list-style-type: none"> ▪ Staff demonstrate an understanding of the College's transition and pathways policies