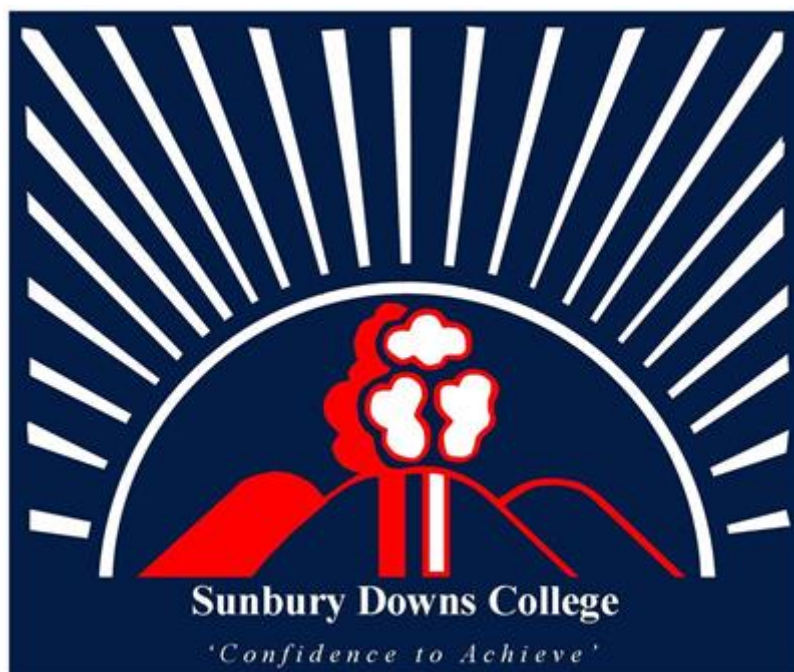


School Strategic Plan 2019-2023

Sunbury Downs Secondary College (8723)



Submitted for review by Warwick Beynon (School Principal) on 06 February, 2020 at 02:28 PM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 06 February, 2020 at 04:36 PM

Endorsed by Carleen Bramley (School Council President) on 07 February, 2020 at 04:15 PM

School Strategic Plan - 2019-2023

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School vision	The Sunbury Downs College motto is 'Confidence to Achieve'. The College has developed an agreed "Vision Statement": Sunbury Downs College is a conservative, medium sized, inclusive and caring coeducational school. The College has a holistic approach to student growth and development. We offer a comprehensive curriculum and a wide variety of extra curriculum programs promoting the attainment of successful student outcomes; including quality pathways and destinations. The College Motto and Vision are supported by the educational philosophy below. This underpins classroom practices and teaching actions across the College. Our Educational Philosophy is: • We believe outstanding teaching produces high quality learning outcomes. • A welcoming, safe, and orderly learning environment is a precondition for successful teaching and learning. • The positive learning environment fosters collaboration and cooperation with shared expectations of educational success. • Students develop responsibility for their own learning, progress and behaviour. This occurs when all learners are engaged with differentiated and challenging learning. • We create confident, resilient and reflective independent life learners. • Sunbury Downs College fosters authentic respectful relationships so learning is enjoyed and students may achieve their full potential."
School values	Sunbury Downs College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. This Statement of Values sets out the behavioural expectations for all members in this school community, including the Principal, all School staff, Parents, Students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

All members of the Sunbury Downs College community collectively support and foster learning growth along with the sharing of responsibility for the development and growth of our students.

Our Statement of Values provide guidance for the entire school community.

The College has five Values: Respectful Relationships,
Community Engagement,
Ambitious Expectations,
Successful Outcomes
Resilient Behaviours.

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.

Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.

Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.

Identify and support students who are or may be at risk.

Do our best to ensure every child achieves their personal and learning potential.

Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.

Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.

Make known to parents the school's communication and complaints procedures.

Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

Model positive behaviour to students consistent with the standards of our profession.

Proactively engage with parents about student outcomes.

Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.

Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.

Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.

Treat all members of the school community with respect.

	AS PARENTS, WE WILL: - Model positive behaviour to our child. - Ensure our child attends school on time, every day the school is open for instruction. - Take an interest in our child's school and learning. - Work with the school to achieve the best outcomes for our child. - Communicate constructively with the school and use expected processes and protocols when raising concerns. - Support school staff to maintain a safe learning environment for all students. - Follow the school's complaints processes if there are complaints. - Treat all school leaders, staff, students, and other members of the school community with respect. AS STUDENTS, WE WILL: - Model positive behaviour to other students. - Comply with and model school values. - Behave in a safe and responsible manner. - Respect ourselves, other members of the school community and the school environment. - Actively participate in school. - Not disrupt the learning of others and make the most of our educational opportunities. AS COMMUNITY MEMBERS, WE WILL: - Model positive behaviour to the school community. - Treat other members of the school community with respect. - Support school staff to maintain a safe and orderly learning environment for all students. - Utilise the school's communications policy to communicate with the school.
Context challenges	Sunbury Downs College is a vibrant Year 7 to 12 co-educational Secondary College situated in the regional town of Sunbury. We offer a rich educational experience in an environment with excellent educational outcomes, high expectation and strong student management. The College regards itself as an academic school with a wide range of programs. There is a strong emphasis on core subjects: English, Mathematics, Science, Humanities and Physical Education; complemented by programs in the Arts/Technology, Performing Arts, Health and Languages (Italian). We also offer a range of VCE subjects, including some VETiS studies and a structured, rigorous VCAL program in Years 10-12. We have a reputation for helping students achieve outstanding VCE results, showing that our students have the 'Confidence to Achieve'.

	The College is the only secondary school in the area that offers an Accelerated Curriculum and Enrichment (ACE) program, extending students through a challenging curriculum including early commencement of VCE. The ACE program is a select entry course with enrolment from the feeder primary schools, for students in Years 7-9. The College also offers a Scholars program for students in Years 10 and 11 to provide students with a range of opportunities in the Later Years. The College is an accredited International Student Program provider. This program is in its early implementation stage as the College works with the local community to engage in cultural immersion and understanding. Sunbury Downs College offers a wide range of inclusive activities and programs which cater to all students in Years 7-12. Some of these include Debating and Public Speaking, Maths Club, Drama Club and Choir. The College also has a House and Sports program with whole school carnivals for Athletics and Swimming. There are Year Level and specialised camps and excursions, including a bi-annual overseas Italian Study Tour. The College has a well-established Student Voice program with an enthusiastic Student Voice and Captaincy team. The College offers instrumental music tuition and presents a highly acclaimed Musical Production, enabling students to excel in the Performing Arts in an environment that fosters participation, responsibility and teamwork outside the classroom. Our College is proud to be in partnership with its community with local organisations and agencies providing support for our students. Some of these partnerships include our feeder schools, local businesses and many universities, including the University of Melbourne. We acknowledge that it is the links with the outside world that extends the offerings for our students and community. Our College Values of Respectful Relationships, Ambitious Expectations, Resilient Behaviours, Successful Outcomes and Community Engagement underpin the expected behaviours for all members of the Sunbury Downs College community. The Student Family Occupation Education (SFOE) index was 0.42 in 2019. Future Challenges for the College: - Maximise the achievement and learning growth of every student, particularly in literacy and numeracy - Improve student Cognitive Engagement and Wellbeing. - Strengthen and further develop Student Voice and Learner Agency. - Maximise the opportunities associated with the current building and facility capital works programs. - Build teacher and staff capacity.
Intent, rationale and focus	Excellence In Teaching and Learning Intent

	Develop a whole-college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning (CPA) Develop and embed an agreed college Instructional Model, integrating the use of High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom (BPE) Further develop a Professional Learning Community culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation (BPE) Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need (EHITS) Rational. A new Instructional Model will assist with developing high quality teaching linked to the improvement in student learning outcomes. Learning Intentions are universally being used by teachers and success criteria sometimes evident. All teachers are using some high-impact teaching strategies (HITS). Peer observations being conducted within learning domains are well-supported and effectively building teacher capacity to use HITS Focus Further developing the professional learning communities (PLC) culture to strengthen staff collaboration and capacity to improve student learning outcomes. Build teacher capacity to develop curriculum as a learning continuum. Use of a range of data to inform planning for every student's point of need. Positive Climate for Learning Intent Improve Student Cognitive Engagement and Wellbeing Improve the Staff survey percent positive results so that they are: 50 or above for - Collective efficacy (40% in 2019) - Academic emphasis (34% in 2019) - Focus learning on real-life problems (26% in 2019) - Teacher collaboration (33% in 2019), Improve the Student survey percent positive so that they are:60 or above for - Motivation and interest (50% in 2019) - Resilience (51% in 2019) And 50 or above for: - Teacher concern (37% in 2019) - Stimulated learning (45% in 2019) - Respect for diversity (38% in 2019) Improve the Parent survey positive results so that they are:70 or above for
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Confidence and resiliency (67% in 2019)
Stimulating learning environment (57% in 2019)
Promoting positive behavior (51% in 2019)
Managing bullying (67% in 2019)

Rational

The College values, Respectful relationships, Ambitious expectations, Successful outcomes, Resilient behaviors and Community engagement are well known by the College community.

The Student Services Team are effective and well regarded across the College and the teachers were highly valued for the high level of support they provided students.

Data indicates that improvement in classroom behavior and respect for diversity will assist to enable all students to learn effectively.

The School-Wide positive behavior support framework will enhance positive relationships and support raising the expectation that all teachers cognitively engage students through appropriate levels of challenge in authentic, rich tasks that addresses students' point of learning need to improve student engagement and outcomes.

Focus

Embed differentiation into all curriculum documentation, planning and classroom practice (IESA)

Develop a learning climate that promotes challenge, engagement, inquiry and curiosity (IESA)

Implement and embed School-wide Positive Behaviors Support (HWB)

Positive climate for learning

Intent

Strengthen and further develop student voice and learner agency

Rational

Strengthening learner agency in the learning program builds and empowers students with their capacity to set goals, co-construct learning, self-assess and monitor learning progress.

Shifting the balance of control of learning from teachers towards students is a way to increase the level of intellectual engagement and self-regulation.

Improved communication with parents/carers and the community will enable the school to become more aware of the community, their expectations and aspirations.

Develop an understanding of and being sensitive to the learning needs of students and build teacher capacity and confidence to share control of learning which promotes a positive learning environment.

Focus

Develop a whole school understanding of student voice and learner agency (ESBSP).

Empower students to become active, self-regulating learners (IESA).

	Develop and implement student voice in decision-making about school improvement and engagement with community (ESBSP) Develop and implement strategies to improve communication with parents about school policies and student learning (CEL)
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Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy
Target 1.1	By 2023, increase the percentage of students making high relative growth Year 7–9 in NAPLAN to 25 per cent or above for: • Reading (21% in 2019) • Numeracy (15% in 2019) and reduce the low relative growth in NAPLAN to 25 per cent or less for: • Reading (35% in 2019) • Numeracy (40% in 2019)
Target 1.2	By 2023, increase the percentage of students in the top two bands of Year 9 NAPLAN to 25 per cent or above for: • Reading (23% in 2019) • Numeracy (19% in 2019) and reduce the percentage of students in the bottom two bands of Year 9 NAPLAN to 20 per cent or less for: • Reading (29% in 2019) • Numeracy (23% in 2018)
Target 1.3	By 2023, the percent positive endorses scores School Staff Survey (SSS) will be will 55 per cent or above for: • Plan differentiated learning activities (35% in 2019)

	• Use pedagogical model (51% in 2019) • Use high impact teaching strategies (47% in 2019) • Understand formative assessment (44% in 2019) • Monitor effectiveness of use of data (37% in 2019)
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop a whole-college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop and embed an agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 1.c Building practice excellence	Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need
Goal 2	Improve student cognitive engagement and learner agency
Target 2.1	By 2023, the percent positive on the SSS will be 50% or above for: • Academic emphasis (34% in 2019) • Focus learning on real life problems (26% in 2019)

Target 2.2	By 2023, the percent positive on the AToSS will be 60% or above for: • Motivation and interest (50% in 2019) • Resilience (51% in 2019) and 50% or above for: • Teacher concern (37% in 2019) • Stimulated learning (45% in 2019) • Respect for diversity (38% in 2019)
Target 2.3	By 2023, the percent positive scores on the Parent Opinion Survey (POS) will be 70% or above for: • Confidence and resiliency (67% in 2019) • Stimulating learning environment (57% in 2019) • Promoting positive behaviour (51% in 2019) • Managing bullying (67% in 2019)
Target 2.4	2023, the percent positive scores on the SSS will be 60% or above for: • Use student feedback to improve practice (51%in 2019) • Promote student ownership of learning goals (42% in 2019) • Support growth and learning of whole student (40% in 2019)
Target 2.5	By 2023, at least 90 per cent of eligible students complete VCAL (76 per cent in 2018)

Key Improvement Strategy 2.a Curriculum planning and assessment	Embed differentiation into all planning and classroom practice
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Empower students to become active, self-regulating learners
Goal 3	Improve student wellbeing
Target 3.1	By 2023, the percent positive scores in the AToSS will be 60% or above for: • Self-regulation and goal setting (53% in 2019) and 40% or above for: • Student voice and agency (34% in 2019) • School connectedness (37% in 2019)
Target 3.2	By 2023, student absent days per full time equivalent will be less than 18 days at Years 7–12 (22.01 days in 2018) and student absence days unexplained will be less than five (7.75 in 2018).

Target 3.3	By 2023, the percent positive scores on the POS will be 70 per cent or above for: • Student agency and voice (68% in 2019) • School support (57% in 2019) • General school satisfaction (60% in 2019)
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school understanding of student voice and learner agency
Key Improvement Strategy 3.b Health and wellbeing	Implement and embed SWPBS
Key Improvement Strategy 3.c Empowering students and building school pride	Develop and implement student voice in decision-making about school improvement and engagement with community
Key Improvement Strategy 3.d Parents and carers as partners	Develop and implement strategies to improve communication with parents about school policies and student learning