[8723 Sunbury Downs College] Strategic Plan 2016-2019

School vision	School values	Context and challenges	Intent, rationale and focus
The Sunbury Downs College **motto** is *'Confidence to Achieve'*. The College has developed an agreed "Mission Statement": 'The ongoing development of a learning community of students, staff and parents (community members) 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.'	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: *"Sunbury Downs College has a welcoming, safe, and orderly learning environment. We believe outstanding teaching produces high quality **learning** outcomes. 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." The College is in the process of writing a values framework.* **College Values:** Respectful Relationships Ambitious Expectations Successful Outcomes Resilient Behaviours Community Engagement	Sunbury Downs College (SDC) is a Year 7 to 12 co-educational Secondary School situated in the north western region of Victoria in Sunbury. The College is situatied 37 kms north west of Melbourne. It is a growing school, drawing student enrolments from the Sunbury and broader Sunbury and Macedon Ranges districts. The school has a strong student enrolment growth with numbers exceeding 800 students. SDC is not ethnically diverse, most students are of Anglo origin, with 1 % of EAL and ATSI students. The College has a socio-economic profile in the mid range. The Student Family Occupation(SFO) index is 0.49 and the Student Family Occupation and Education (SFOE) is 0.44. SDC is an academic school offering a wide range of programs for all ability levels. SDC is the only secondary school in the area that offers an Accelerated Curriculum & Enrichment (ACE) program for academically able students; extending students through a challenging curriculum including early commencement of VCE. SDC is also an accredited International Student Program provider and has established a plan to begin student enrolment intake as of 2016. Some of the key objectives for the College include- 1. Building and upgrading facilities to meet growing demands 2. Effective and consistent use of data to inform best teaching practice 3. Maximising resources to provide breadth of studies in the Later Years including VCAL, VET and SBATs 4. Increasing retention of students from Year 10 and into post compulsory years 5. Building teacher and staff capacity 6. Building consistent classroom practice with the use of differentiation 7. Effective use of feedback to teachers and students	**ACHIEVEMENT** **INTENT** • Embed a culture of collegiate interaction, mentoring, coaching and growth including open classrooms so as to provide team teaching, observations, and feedback • Improve student learning with the use of an explicit instructional model, a shared understanding of data to inform teaching, curriculum design, assessment and quality feedback • Improve student achievement and attain consistent learning growth with a focus on literacy and numeracy learning outcomes for all students • Review and update curriculum offerings and investigate/ introduce provision to best cater to student needs **RATIONALE** High quality teaching is strongly linked to the improvement in student learning outcomes. The use of feedback will inform and improve teaching and learning. Clear, consistent and collaboratively planned Curriculum, Instruction and Assessment minimises variability school wide. **FOCUS** Excellence in teaching and learning-**Building practice excellence & Curriculum planning and assessment** Professional Leadership-**Building leadership teams** **ENGAGEMENT AND WELLBEING** **INTENT** • Implement an Engagement and Wellbeing whole school framework and policy that establishes a rights and responsibilities culture • Create a positive, safe and inclusive learning environment with strong student voice and leadership programs **RATIONALE** Providing a safe, caring, inclusive and supportive positive climate for learning leads to high quality educational experiences **FOCUS** Positive Climate for learning-**Setting expectations and promoting inclusion** **PRODUCTIVITY** **INTENT** • Develop a culture of community engagement with parents/families and form partnerships within and beyond the education sector • Support the recruitment, retention and development of a workforce who are optimistic, accountable, team-minded, loyal and committed to providing the best education to our students • Maintain enrolment growth within the local community and attract international students • Maintain and develop an infrastructure and environment conducive to the provision of quality education **RATIONALE** Maintaining astute financial management and effective use of resources will increase the physical and educational offerings to the College community. **FOCUS** Community engagement in learning-**Parents and carers as partners** Positive Climate for learning-**Setting expectations and promoting inclusion**

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)

Framework for Improving Student Outcomes

VICTORIA State Government

STUDENT ACHIEVEMENT- Build Sunbury Downs College as a leading academic and innovative school where all students are challenged to achieve their full potential and acquire the skills in local and international contexts for success in the 21st Century
• Explicit Instruction
• Effective Assessment
• Differentiation
• Curriculum provision
• Integrated Technologies

Embed a culture of collegiate interaction, mentoring, coaching and growth including open classrooms so as to provide team teaching, observations, and feedback	Excellence in teaching and learning
	Building practice excellence
	Professional Leadership
	Building leadership teams
		• Develop and implement a Teaching and Learning Framework and Policy
		• Develop and implement a Professional Development Policy
		• Teachers provided with mentoring/coaching opportunities
		• Targeted and ongoing professional learning
		• Professional learning for Aspirant leaders and Leadership Team
		• Teaching practice in the use of the instructional model is consistent and evidenced
		• Develop teams to work collaboratively
			• Teaching staff engaged in targeted professional development centred on SMART goals outlined in their PDPs measured by their documentation in the PDP portal
			• Improvement in skill and knowledge provided in feedback evidence documented in PDP portal
			• Staff provided opportunities to shadow and work with experienced and high performing peers as listed in PDP documentation
			• At least one Learning Walk implemented in each semester
			• All teaching staff are effectively implementing the Victorian Curriculum including EAL to support the ISP program, evidenced by the reporting and assessment program
			• Students have high learning expectations and can clearly articulate their learning goals as documented in CAPs and Course Counselling
			• All staff, students and parents implement the Teaching and Learning Framework as evidenced by:
			  ➢ Student engagement data
			  ➢ School connectedness
			  ➢ Parent Opinion Survey-feedback from parents
			  ➢ Exits from classes
			  ➢ Student forums- positive teacher feedback
			  ➢ Assessment data –at least 85-95% of students achieving C or better at the end of semester report for Maths, English and Science (teacher judgements)
			  ➢ PD data

Improve student learning with the use of an explicit instructional model, a shared understanding of data to inform teaching, curriculum design, assessment and quality feedback	Excellence in teaching and learning
	Building practice excellence
		• Observations of classes based on the HOIST instructional model-triads, learning walks and coaching feedback
		• Improve the understanding and use of data within teams of teachers according to domains or Student Management teams in providing structured professional learning sessions, meetings and one on one support
		• Professional Learning on data and its use
		• Review Assessment and Reporting schedule, processes, structure and content
		• Differentiate teaching, learning and assessment practices by supporting Domains to plan the Curriculum, Instruction and Assessment (CIA)
		• Curriculum development and design to meet educational changes –Vic Curriculum, VCE, VCAL, VET etc
		• Development of common assessment tasks (outside of the exam program) for subjects in Years 7-10
		• Develop effective formative and summative assessment practices
		• Assessment feedback - use of rubrics and assessment criteria documents to be stored on College network
		• Develop an Assessment, Reporting and Moderation Policy
		• Moderation of assessment within Domain areas
		• Establish knowledge of differentiation with the use of student data-including funded students, EAL, newly arrived, ISP and low level ability learners
		• Review and improve processes for tracking student learning progress
		• Schedule regular professional engagement with a focus on curriculum development, classroom practice and assessment strategies
			• Relative growth to increase in the medium and high categories in band 7-8 and more closely match state bands for literacy and numeracy in Year 9
			• Increase in relative growth to move students in bands 7-8 to above range in Year 7
			• An increase in student subject selection in VCE Maths and Science
			• Pathways destination data improvements with 10-15 % increases to tertiary studies
			• Teacher judgements to more closely match external assessment e.g. NAPLAN and VCE
			• Indicative Grades at Year 12 to more closely match final exam results with 80% of scores to be one grade higher or lower than indicative
			• To decrease the % of students operating below expected level in Years 7-10
			• To lift the top 20 % of students, particularly in the mainstream curriculum
			• Learning walks observation data to confirm use of instructional model
			• Teachers use of data to become part of Domain protocols in developing and planning CIA
			• Maintain and improve VCE results to be at State levels
			  ➢ study scores to be at 28-30
			  ➢ % above 40 to be at or above 4- 8%
			  ➢ ATAR scores of 60 and under to be 30-45 % of cohort
			  ➢ 60-70% of VCE studies to be at State mean
			  ➢ VCE pass rate at 85-95%
			  ➢ VCAL completion rate to be at or above 80-90%
			  ➢ VET success rate to be at or above 75-85%
			  ➢ Students that have engaged in early commencement to have subject study scores above 70%

Improve student achievement and attain consistent learning growth with a focus on literacy and numeracy learning outcomes for all students	Excellence in teaching and learning **Curriculum planning and assessment**	- Investigate and research evidence-based high impact programs for Numeracy and Literacy - Develop and implement whole school Numeracy and Literacy strategies (Based on research findings/agreed program and approach) - Provide opportunities for professional learning to improve understanding of numeracy and literacy strategies for all teachers - Embed consistent processes and expectations of feedback between staff, teachers to students and students to teachers - Provide coaching for staff to develop and use appropriate numeracy and literacy strategies - Increase collaboration between Domains to develop and use multi-disciplinary assessment strategies to improve student application of learning	==Explicit Literacy and Numeracy teaching strategies are evident in observations and learning walks data== ==HOIST instructional model, Literacy and Numeracy strategies are evidenced in teacher PDP SMART goals== - Student assessment data shows improvements related to literacy and numeracy interventions within a one-year timeframe - Triad, peer and Learning Walks observation is evidenced in the PDP process - Teaching staff use student assessment data in their Domain planning of CIA to improve student achievement - NAPLAN data shows growth of more than one year per year of teaching between year 7-9 - Numeracy trend data year 7-9 increases in the mid and high range - Subject selection has a 5% increase in students choosing Mathematics and Science in VCE - English enrichment classes cohort at Year 12 target to 30-35 + students ==Literature classes at Year 10 to 12 increase in student numbers== - VCE study score mean for English is better than state - VCE student score mean for Further Mathematics, Methods and Specialist are at or above state
Review and update curriculum offerings and investigate/ introduce provision to best cater to student needs	Excellence in teaching and learning **Curriculum planning and assessment**	- Audit and update the Middle Years curriculum-review offerings of electives - Audit and update the ACE program-review offerings of electives - Review the Examination program and provisions for students in Years 7-10 - Pilot and review an applied learning program for school refusers in the Middle Years - Investigate the provision of an alternative program at Year 10-outside of the VCAL program - Align whole school 7-10 curriculum with the Victorian Curriculum Framework - Review and implement reporting structure and provision - Reporting of students on ILPs to be reviewed and modified - Target Literacy, Numeracy and ICT (E Learning) whole school, including development of relevant strategies to be utilised by classroom teachers - Review and improve the ICT provision and also 1:1 program for students Year 7-12 - Create a structured digital learning program to meet the needs of the Victorian Curriculum Framework - Evaluate the use of technology provision and current needs - Investigate VCE skill early commencement options in Year 10 - Broaden the VET offerings to strengthen the current VCAL program - Expand the offer of SBAT provisions - Provide a comprehensive extracurricular program that extends sport, art and learning beyond the classroom - Develop a structured careers framework with CAPs implemented and monitored for students in Year 9-12 - Ongoing analysis of pathway destinations to learning/work beyond the school setting	- Student exit data related to curriculum provision reduced by 50% - Absence days reduced to be at or above 90% target in each year level - Student retention rate for Years 10-12 –improves each year by 5 % - Student Attitudes to School survey ~Student engagement and connectedness data-matches state mean ==On Track data shows yearly improvements of students progressing to continued learning pathways== - Destination data shows a decrease of 5% in unexplained category and also increases to tertiary studies to be at 65-75%
STUDENT ENGAGEMENT AND WELLBEING- Promote student voice whilst providing a safe, caring, inclusive and supportive positive climate for learning and also high quality educational experiences beyond the classroom			
Implement an Engagement and Wellbeing framework and policy that establishes a rights and responsibilities culture	Positive Climate for learning **Setting expectations and promoting inclusion**	- Review and implement a new Student Engagement and Wellbeing Policy - Review and update the Anti-Bullying Policy - Build teacher capacity to engage and develop a positive climate that supports students - Continue to offer a range of extra-curricular activities and events such as Public speaking and debating, sports teams, Musical Production etc - All funded students to be supported in identifying the learning goals and also supports by family and external organisations - Students on a modified program are supported with modified assessment and reporting tools as evidenced by a modified written report - Improve student behaviour management practice through professional learning of staff and in particular Year Level Coordinators - Student Services working with Student Management Mini School Teams to provide support in programs, transition and risk identification and management	- Student opinion data in classroom behaviour, student safety, student morale, school connectedness, stimulating learning, teacher effectiveness and teacher empathy for all year levels to be at, or above state mean - All funded students have individual learning plans and PSG meetings to provide a review and update of learning needs and assessment which is reflected in the documented reporting program - Students with severe behavioural learning issues are provided with appropriate support and alternative programs ==Classroom exit data reduced== ==Number of suspensions reduced== ==Detentions related to breaches of the Student Engagement and Wellbeing policy reduced==

VICTORIA State Government

Create a positive, safe and inclusive learning environment with strong student voice and leadership programs	Positive Climate for learning **Setting expectations and promoting inclusion**	• Foster the responsibility of all student wellbeing as a whole school objective • Investigate and implement a resilience program • Develop a whole school approach and introduction of a mental health plan/program-Mind Matters • Professional learning of staff on mental health program implementation • EAL curriculum and management to be targeted as a priority • ISP program implemented and relevant programs introduced • Funded students to have ILPs and appropriate support group meetings on a regular basis • Ongoing support for funded students • Investigate appropriate peer support programs within and across schools • Professional learning for teachers, on how to differentiate and provide appropriate learning goals • Embed student voice and structure student forums each term to facilitate student voice and feedback with a Student Leadership Coordinator leading this work • Extend student leadership opportunities beyond the current SRC offerings	• Student Opinion data in distress and morale to be at or above the state mean at all year levels and shows a continued upward trend • Parent Opinion data on school connectedness to be at state mean • Staff Opinion data on student connectedness at state mean

PRODUCTIVITY
Maintain astute financial management and effective use of resources to maximise offerings to the College community

Develop a culture of community engagement with parents/families and form partnerships within and beyond the education sector	Community engagement in learning **Parents and carers as partners**	Create a new committee/structure to engage families to contribute to College life Seek input from community through forums, surveys and events Extend volunteer work opportunities and fundraising Seek and Apply for grants to fund additional resources Strengthen ties with local organisations/community and tertiary institutions Build closer links with feeder and local schools Establish and publicise activities and events for parental involvement Engage and provide opportunities for Professional Learning for staff and leaders beyond the College within the network and region Create learning opportunities for the community utilising school facilities	==Parent Opinion data shows increasing satisfaction with school== Student enrolments match prediction data ==Student retention rate for Year 10 and 11 improves== Additional resources-both physical and human available to students and staff Attendance/involvement of community members increased at fundraising, volunteer work and events Involvement of local and broader businesses in providing extra-curricular programs
Support the recruitment, retention and development of a workforce who are optimistic, accountable, team-minded, loyal and committed to providing the best education to our students	Positive Climate for learning **Setting expectations and promoting inclusion**	Develop a Professional Learning Model that optimises learning Staff PDP plans reflect AIP and SSP-goals are written with high expectations Effective whole school professional development linked to AIP priorities Collegiate and collaborative practices are developed Involve staff in the recruitment process-especially for Aspirant Leaders and Heads of Domains/Programs Embrace external opportunities for knowledge development e.g. networks etc Encourage peer shadowing/collegiate shadowing opportunities Mentoring is structured to support induction cycle Embrace coaching strategies and professionally develop leaders in leadership and coaching	==Induction program feedback maintains positive trend== ==Staff retention rate shows an improvement trend== ==Staff absenteeism rate shows a downward trend== Mentoring, shadowing and coaching is reflected and evidenced in PDP plans and reviews with impact & achievements shared in teams Observations and Learning Walks evidence coaching and shadowing opportunities ==Staff Opinion Survey data relating to supportive leadership and collective efficacy shows improvement==
Maintain enrolment growth of local community and attract international students	Positive Climate for learning **Setting expectations and promoting inclusion**	Improve promotion of school tours and Discovery Night New prospectus published and promoted Engage in local community events to promote school-Sunfest, Sunbury Dawn Service etc Transition presentations to primary schools improved by providing more timely visits and a Principal visit Maintain strong links with feeder schools and broader community Organise international student program marketing plan Liaise with ISP division of DET to facilitate the increase in student numbers	Local enrolments at Year 7 match predictions School profile to change with 20 ISP students enrolled in this cycle School financial data shows an increase in revenue ==School connectedness data from students, staff and parents improves yearly== ==Apparent and Real retention increases across Years 7-12==
Maintain and develop an infrastructure and environment conducive to the provision of quality education	Positive Climate for learning **Setting expectations and promoting inclusion**	Review and investigate a College Building Master Plan Review and investigate a Grounds and Maintenance Plan Ensure the plans stated above incorporate the needs of 21st century education with technological learning needs addressed Analyse ePotential data and provide appropriate professional learning for staff Investigate the security and surveillance infrastructure Increase office spaces to meet growing needs Increase learning spaces to meet growing needs Improve learning environment with heating/cooling as a priority	Master plan developed Plans accommodate enrolment growth and changing needs of education Staff reflect on ePotential data PDP process includes ePotential staff needs ICT whole school plan Classroom spaces increase from 36 rooms in 2015 Heating/Cooling in all classrooms and offices Learning spaces appropriate to curriculum needs

INTENT