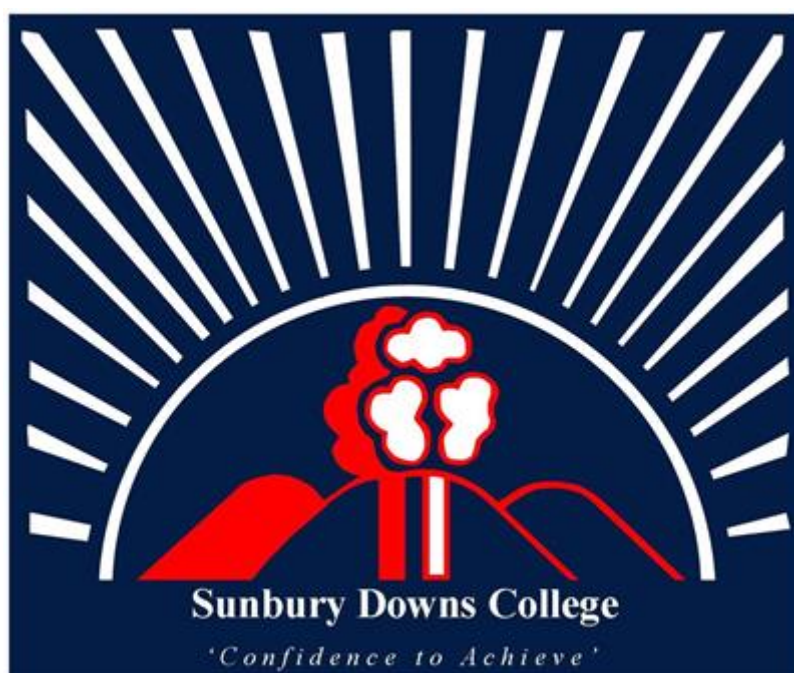


School Strategic Plan 2023-2027

Sunbury Downs Secondary College (8723)



Submitted for review by Warwick Beynon (School Principal) on 07 February, 2024 at 04:04 PM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 10 February, 2024 at 11:50 AM

Endorsed by Neil Christie (School Council President) on 13 February, 2024 at 09:48 AM

School Strategic Plan - 2023-2027

Sunbury Downs Secondary College (8723)

School vision	<p>The Sunbury Downs College motto is 'Confidence to Achieve'.</p> <p>The College has developed an agreed "Vision Statement":</p> <p>Sunbury Downs College is a progressive, 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.</p> <p>The College Motto and Vision are supported by the educational philosophy below. This underpins classroom practices and teaching actions across the College.</p> <p>Our Educational Philosophy is:</p> <ul style="list-style-type: none">• 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	<p>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.</p> <p>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.</p> <p>Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone</p>

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: Respect
Resilience
Ambition
Community

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.

	<p>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.</p> <p>AS STUDENTS, WE WILL:</p> <p>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.</p> <p>AS COMMUNITY MEMBERS, WE WILL:</p> <p>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.</p>
Context challenges	<p>Sunbury Downs College is a vibrant Year 7 to 12 co-educational Secondary College situated in the regional town of Sunbury.</p> <p>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 extra curriculum and wellbeing 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 Vocational Major 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'.</p> <p>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</p>

	<p>community to engage in cultural immersion and understanding.</p> <p>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.</p> <p>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.</p> <p>Our College Values of Respect, Resilience, Ambition and Community underpin the expected behaviours for all members of the Sunbury Downs College community.</p> <p>The Student Family Occupation Education (SFOE) index was 0.41 in 2023.</p> <p>Future Challenges for the College:</p> <ul style="list-style-type: none"> 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 residential growth in the local area and current building and facility capital works programs. Strengthened links to neighbourhood primary schools and the Hume Council. Embed practices related to the consistent implementation of the SDC Teaching and Learning Instructional Model. Consistent implementation of the recently introduced Positive Behaviour Program. Continued capacity building by staff on trauma informed practices and interventions.
<p>Intent, rationale and focus</p>	<p>Rationale</p> <p>Sunbury Downs College outcomes over the previous strategic planning period showed solid VCE English and Year 9 NAPLAN writing results in 2023. Review panel observations and focus group discussions during the review found that the school had begun implementing an instructional model and professional learning communities. These initiatives were in the early stages of</p>

implementation and lacked fidelity and consistency. The use of student data and high impact teaching strategies was not consistent.

Intent

A continuing focus on improving learning achievement and growth will be a priority in the next school strategic plan.

Goal 1. Maximise learning growth for all students.

Priorities

Key Improvement Strategies and actions that will be implemented are:

1a. Enhanced collaborative practice to deepen the use of High Impact Teaching Strategies within the school's instructional model.

1b. Build staff capability to effectively use data and evidence to inform planning for teaching and assessment of a differentiated curriculum.

1c. Implement and embed observation, feedback, and coaching to improve teacher practice.

Over the life of the Strategic Plan targets have been set to provide evidence on the progress made towards achieving the priorities.

1.1 NAPLAN

By 2027, increase the percentage of students in the exceeding and strong proficiency levels of achievement in NAPLAN in:

- Year 9 reading from 52% (2023) to 56%, writing from 57% (2023) to 58% and numeracy from 52% (2023) to 58%.

1.2 Teacher judgement growth

By 2027, increase the percentage mean of students in Years 7 to 10 achieving at or above expected growth as measured by teacher judgements in:

- reading and viewing from 75% (2021 to 2022) to 78% (2025 to 2026)
- writing from 80% (2021 to 2022) to 82% (2025 to 2026)
- number and algebra from 60% (2021 to 2022) to 75% (2025 to 2026).

1.4 Victorian Certificate of Education (VCE)

By 2027, increase the percentage of students' successful completion of VCE from 91% (2022) to 95%.

1.5 School Staff Survey

By 2027, increase the percentage positive endorsement for the following factors:

- Academic emphasis from 25% (2022) to 40%
- Collective efficacy from 29% (2023) to 50%
- Guaranteed and viable curriculum from 53% (2022) to 60%

1.6 Student Attitudes to School Survey

By 2027, increase the percentage positive endorsement for the following factors:

- Differentiated learning challenge from 47% (2022) to 55%

- Stimulated learning from 42% (2022) to 50%.

Rationale

Sunbury Downs College strengthened its staff capabilities to support student wellbeing over the previous strategic plan with focused professional development. The school provided a safe, healthy and inclusive learning environment for all students. After fieldwork and panel focus group discussions, it was agreed that the continued implementation of trauma informed practice, inclusion and student management processes would strengthen the climate for learning and wellbeing. The review panel noted the school was changing to a sub school structure and believed this was an opportunity to resource and strengthen processes related to inclusive practices and support for identified students at risk. The review panels observations found that the school had a well-supported and embedded student leadership framework for students and students were passionate about their roles.

Intent

The intention is to improve the review panel observation that there is limited student voice and agency in classrooms. The panel recommended developing greater student voice and agency in classrooms. Addressing these actions will further enhance student engagement and wellbeing.

Priorities

Key improvement actions and strategies that will be implemented are

- 2a. Embed consistent whole-school approach to school wide positive behaviour support and trauma informed practice.
- 2b. Develop and implement common language, understanding and practices for student voice and agency.
- 2c. Develop policies and processes to implement inclusive practices for identified students.

Over the life of the Strategic Plan targets have been set to provide evidence on the progress made towards achieving the priorities.

2.1 Student Attitudes to School Survey

By 2027, increase the percentage positive endorsement for the following factors:

- Student voice and agency from 33% (2023) to 40%
- Sense Connectedness from 36% (2023) to 44%
- Motivation and interest from 41% to 52%

2.2 School Staff Survey

By 2027, increase the percentage positive endorsement for the following factors:

- Shielding and buffering from 28% (2023) to 40%
- Trust in students and parents from 29% (2023) to 40%

2.3 Student attendance

By 2027, the percentage of students with 20 or more absences will decrease from 58% (2022) to 45%.

School Strategic Plan - 2023-2027

Sunbury Downs Secondary College (8723)

Goal 1	Maximise learning growth for all students.
Target 1.1	<p>NAPLAN</p> <p>By 2027, increase the percentage of Year 9 students in the exceeding and strong proficiency levels of achievement in NAPLAN in:</p> <ul style="list-style-type: none">• Reading from 52% (2023) to 56%• Writing from 57% (2023) to 58%• Numeracy from 52% (2023) to 58%. <p>To be confirmed</p>
Target 1.2	<p>NAPLAN</p> <p>Growth Target - To be confirmed</p>
Target 1.3	<p>Teacher judgement growth</p> <p>By 2027, increase the percentage mean of students in Years 7 to 10 achieving at or above expected growth as measured by teacher judgements in:</p> <ul style="list-style-type: none">• Reading and viewing from 75% (2021 to 2022) to 78% (2025 to 2026)• Writing from 80% (2021 to 2022) to 82% (2025 to 2026)

	<ul style="list-style-type: none"> • Number and algebra from 60% (2021 to 2022) to 75% (2025 to 2026).
Target 1.4	<p>Victorian Certificate of Education (VCE)</p> <p>By 2027, increase the percentage of students' successful completion of VCE from 91% (2022) to 95%.</p>
Target 1.5	<p>School Staff Survey</p> <p>By 2027, increase the percentage positive endorsement for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 25% (2022) to 40% • Collective efficacy from 29% (2023) to 50% • Guaranteed and viable curriculum from 53% (2022) to 60%
Target 1.6	<p>Student Attitudes to School Survey</p> <p>By 2027, increase the percentage positive endorsement for the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 47% (2022) to 55% • Stimulated learning from 42% (2022) to 50%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	<p>Enhance collaborative practice to deepen the use of High Impact Teaching Strategies within the school's instructional model.</p>

positive, safe and orderly learning environment	
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff capability to effectively use data and evidence to inform planning for teaching and assessment of a differentiated curriculum.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c 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	Implement and embed observation, feedback, and coaching to improve teacher practice.
Goal 2	Enhance student engagement and wellbeing.
Target 2.1	Student Attitudes to School Survey

	<p>By 2027, increase the percentage positive endorsement for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 33% (2023) to 40% • Sense Connectedness from 36% (2023) to 44% • Motivation and interest from 41% to 52%
Target 2.2	<p>School Staff Survey</p> <p>By 2027, increase the percentage positive endorsement for the following factors:</p> <ul style="list-style-type: none"> • Shielding and buffering from 28% (2023) to 40% • Trust in students and parents from 29% (2023) to 40%
Target 2.3	<p>Student attendance</p> <p>By 2027, the percentage of students with 20 or more absences will decrease from 58% (2022) to 45%.</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a consistent whole-school approach to school wide positive behaviour support and trauma informed practice.</p>
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to</p>	

support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement common language, understanding and practices for student voice and agency.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop policies and processes to implement inclusive practices for identified students.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	