

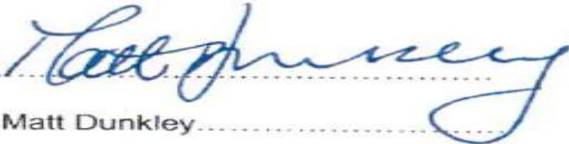


School Strategic Plan for Sunshine College 8790 2015-2018

<p>Endorsement by School Principal</p>	 Signed..... Name.....Tim Blunt..... Date.....19 th August 2015.....
<p>Endorsement by School Council</p>	 Signed Name Robert Ward Date 19 th August 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
<p>Endorsement by the delegate of the Secretary</p>	 .. Matt Dunkley .. 14 July 2015.....

School Profile

Purpose	As a school community we take pride in <i>Creating Futures</i> through a caring environment that enhances academic learning, personal growth and wellbeing for all students and staff.														
Values	<p>Sunshine College <u>students</u> developed and are guided by the following values:</p> <ul style="list-style-type: none"> • pride in learning • understanding and tolerance • social justice • respect for oneself, others and the environment • friendship and loyalty • responsibility • honesty and trust <p>Sunshine College <u>staff</u> developed and are guided by the following values:</p> <ul style="list-style-type: none"> • respect for others • professionalism and accountability • responsibility • care and empathy • professional learning 														
Environmental Context	<p>Sunshine College is a five site multi-campus 7-12 co-educational school in Melbourne's Inner West with responsibility for serving the educational needs of around 1000 young people. The Sunshine community is diverse, with a strong sense of pride and identity but suffers from considerable socio-economic disadvantage. The school's Student Family Occupation (SFO) index in 2014 averaged across the four campuses at approximately 0.8 and had an Index of Community Socio-Educational Advantage (ICSEA) score in 2014 of 909, where nationally the distribution of this index compared to Sunshine College was:</p> <table data-bbox="562 1145 1861 1265"> <thead> <tr> <th></th> <th><i>Bottom quarter</i></th> <th><i>Middle quarters</i></th> <th><i>Top quarter</i></th> </tr> </thead> <tbody> <tr> <td><i>Sunshine College Distribution</i></td> <td>65%</td> <td>21%</td> <td>11%</td> <td>3%</td> </tr> <tr> <td><i>Australian Distribution</i></td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table> <p>The school supports the learning outcomes of new arrival students, including refugees from Africa and Burma and in the last two years supported students from families seeking asylum in Australia who are in 'community detention'. Support in the form of Education Maintenance Allowances (EMA) was received by 269 families.</p>		<i>Bottom quarter</i>	<i>Middle quarters</i>	<i>Top quarter</i>	<i>Sunshine College Distribution</i>	65%	21%	11%	3%	<i>Australian Distribution</i>	25%	25%	25%	25%
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	<p>The 2014 Student Resource Package (SRP) funded 27 students in Programs for Students with Disabilities (PSD) ranging from levels one to five. The SRP also supported 125 students who are studying English as an Additional Language (EAL) and 10 students who are hearing impaired. Between 14 and 16 students are accommodated in an alternative setting at any one time, which over a year can support up to 50 students from local schools and the Juvenile Justice System.</p> <p>Sunshine College reflects the diversity of its community by offering a wide range of programs aimed at meeting the learning needs of all students, including a deaf facility, an alternative setting and the Harvester Technical College Sunshine (HTC), located at the North Campus of Sunshine College.</p> <p>Other than the new facilities associated with the HTC and the recently opened technical training centre; the quality of facilities at all campuses is regarded by the DET as in need of major upgrade. The school has been involved in ongoing discussions to reorganise under a regeneration process initiated by the school council under the Building Futures program. Recent announcements indicate progress in this matter.</p> <p>In 2014 approximately 50 different nationalities are represented in the student cohort with 51% being of Vietnamese background. When compared to similar schools the mean literacy and numeracy levels of year seven students as measured by NAPLAN are within the bottom tenth percentile. However, the students' average growth rate in NAPLAN Reading and Numeracy from year 7 to year 9 is better than state averages and reaches the 90th when measured against similar schools nationally.</p> <p>The Victorian Auditor-General's Office tabled a report in the Victorian Parliament in 2010 titled 'The Effectiveness of Student Wellbeing Programs and Services'. Sunshine College was selected to speak to representatives of the Victorian Auditor-General's Office (VAGO) about their programs, which produced consecutive years of 'exemplar' results in the Victorian Student Attitudinal Surveys, placing consistently in the top ten percent of secondary schools in Victoria.</p> <p>Representatives of the Grattan Institute based in Melbourne researched the national 'My School' website looking at schools across Australia with a high 'value add' in literacy and numeracy and in senior secondary outcomes that worked with communities with high socio economic disadvantage. The report published in February 2014 identified Sunshine College as a 'Turn-around School' that had achieved significant improvement.</p>
Service Standards	<p>Sunshine College recognizes the importance of the partnership between the school and parents to support student learning, engagement and wellbeing. We share a commitment to, and responsibility for ensuring inclusive, safe and orderly environments for children and young people with the aim of providing opportunities for children to grow and develop their skills so that they can with our support and guidance create a successful pathway to work or further study.</p>

Strategic Direction

AREA	Goals	Targets	Key Improvement Strategies
<p>Achievement</p>	<p>1. Improve the skills of all staff to ensure more effective learning across all Domains; with an emphasis on improving student outcomes in Writing.</p> <p>2. Ensure that the most effective teaching practice is implemented and sustained over time across all College campuses in line with an accredited consistently delivered educational program.</p>	<p>-The VCE Mean All Study Score to be at an average throughout the SP cycle of 28 - 30. (2014= 27.07 school / 28.73 state)</p> <p>-Average SS of English during the SP cycle to be at or above 26 (2014= 24.15 / 28.22)</p> <p>-Average SS of Maths Studies during the SP cycle to be between~ 28.5-30 for Further Maths(2014= 28.5 / 28.66) 26-30 for Maths Methods(2014= 25.86 / 29.37) 24-30 for Maths Specialist(2014= 23.07 / 29.52)</p> <p>-The proportion of 40+ SS to approach 4% by 2018 (2014= 1.4 / 6.3)</p> <p>-That during the SP cycle the average NAPLAN Y9 student growth is equal to or better than State Average Growth in Reading, Numeracy and Writing. (2014 campus aggregated growth was better than state average growth in all 3 data sets)</p> <p>-‘On Demand’ testing or its equivalent shows a minimum of 75% of students in years 7 to 10 have made at least 1 years growth each year of the SP in Maths & Reading or achieved an absolute score of 10.9 or above</p>	<ul style="list-style-type: none"> • Develop capacity of staff to differentiate delivery of curriculum across all domains • Develop capacity of staff to utilise and analyse data to identify student understanding, measure growth and use this to inform teaching practice • Develop & embed a whole school approach to support improvement in student writing, focussing on developing expression, vocab and thinking skills. • Continue to develop and review the College’s curriculum accreditation system and education program.

<p>Engagement</p>	<p>1. Enhance student leadership development which is formalised and consistent across the College.</p> <p>2. Develop a purposeful relationship between the community, parents, students and the school that supports students' learning</p>	<p>-To maintain or better an average of 4.0 for School Connectedness for the '7-12' data set in each year of the SP (2014= 3.98/3.60)</p> <p>-To maintain or better an average of 4.5 for Student Motivation for '7-12' data set in each year of the SP (2014= 4.47/4.26)</p> <p>-Student Absences to reduce to a maximum of 16 days at all year levels 7 -10</p> <table border="1" data-bbox="1099 555 1592 627"> <tr> <td>2014</td> <td>19.24</td> <td>22.32</td> <td>24.31</td> <td>16.32</td> <td>10.93</td> <td>10.77</td> <td>16.97</td> </tr> <tr> <td>Yr</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>7-12</td> </tr> </table> <p>Student Absences-Days per full time equivalent</p> <p>-100% Y12 completion or equivalent (2014= 98.7 / 96.9)</p> <p>- more than 90% of VCE students receive a tertiary offer As of 160215 96% VCE (52% VCAL)</p>	2014	19.24	22.32	24.31	16.32	10.93	10.77	16.97	Yr	7	8	9	10	11	12	7-12	<ul style="list-style-type: none"> • Develop a sequential student leadership program which increases experiences and leadership opportunities while supporting their learning and education. • Increase the opportunities for students to contribute to feedback about the school and its operations. • Enhance opportunities for student interaction within the community in targeting work placements • Investigate and implement approaches that develop stronger relationships between students, parents, community and school that support learning
2014	19.24	22.32	24.31	16.32	10.93	10.77	16.97												
Yr	7	8	9	10	11	12	7-12												

<p>Wellbeing</p>	<p>1. Strengthen and maintain students' aspirations and pathways; and their connectedness to peers, teachers and school.</p> <p>2. Optimise the use and effectiveness of learning spaces to best support the school's instructional model.</p>	<p>-Attitude to School Survey variables in 'Student Safety' and 'Stimulating Learning' maintained above the state secondary school means. (2014= 4.56 / 4.32) (2014= 3.67 / 3.15)</p>	<ul style="list-style-type: none"> • Audit and refine projects, curriculum & strategies within the Pathways subject at year 7-10 and in the 11&12 Pastoral care program. • Develop the physical arrangements in the learning environment that best supports the whole school instructional model, including domain specific aspects of the model.
<p>Productivity</p>	<p>1. Raise the profile of the college within the community including-</p> <ul style="list-style-type: none"> • <i>A new building program bringing a new configuration</i> • <i>An education program from year 7 to year 9 that is primarily identical in both campuses but with some specialisation</i> • <i>An enhanced curriculum profile in technology, engineering, maths and science.</i> <p>2. Enhance the leadership capacity amongst staff</p>	<p>Attendance to grade 6 April/ May information sessions to increase to 20 plus families (2014 11+1=12 families in two sessions)</p> <p>Staff Opinion survey (prin / teach) -Increase in "Parent and Community Involvement" endorsement from 42% in 2014 to at least state mean in 2018 -Increase "trust in students and parents" endorsement from 45% in 2014 to state mean in 2018</p> <p>Minimum of 10 emerging leaders take part in an extensive professional development program related to building leadership capacity.</p>	<ul style="list-style-type: none"> • Develop a medium to long term public awareness program which articulates future directions and emphasises the positive outcomes of the college, <i>particularly in any new configuration that may develop during the SP cycle*</i>. • Develop various resources to advertise a rigorous, successful and comprehensive education program from year 7-12. • Build enthusiasm and anticipation with the local community about how the new College will look and the ways it will serve the community. • Develop and implement a professional development program to assist in the building of high performing teams.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <ul style="list-style-type: none"> • Develop capacity of staff to differentiate delivery of curriculum across all domains • Develop capacity of staff to utilise and analyse data to identify student understanding, measure growth and use this to inform teaching practice • Develop & embed a whole school approach to support improvement in student writing, focussing on developing expression, vocab and thinking skills. • Continue to develop and review the College's curriculum accreditation system and education program. 	Year 1	<ul style="list-style-type: none"> ▪ Targeted PL in differentiation delivered to Focus Grps/ PLTs ▪ Provide time to Focus Grps/ PLTs to work on differentiated activities ▪ Focus groups work in identifying PDR strategies and evidence which align to SP goals and reflects a focus on showing evidence of student growth ▪ Student surveys delivered by all classroom teachers and results, reflection and change practices evidenced in PDRs. ▪ Writing WP continues to work on roll out of a writing strategies/program ▪ PL around College IM (Questioning & Feedback) e.g. Glen Pearsal ▪ Documentation of IM and expectations on its delivery ▪ Use the College's instructional model as the central idea for peer observation processes ▪ Peer Observation reviewed and new processes trialled ▪ Curriculum accreditation process refined ▪ PL undertaken in Peer Observation processes and expectations ▪ Internal PL undertaken around use of College IM processes and expectations to appropriate FGs /PLTs/ Leaders ▪ Set up an assessment schedule that makes term by term use of the On Demand testing platform for both Numeracy and Literacy ▪ Increase emphasis on and inter campus moderation of student work ▪ PL for staff via consultancy on writing e.g. Terri Campbell ▪ Articulating the on-going implementation of the College's instructional model in; the staff handbook, relevant job descriptions 	<ul style="list-style-type: none"> ▪ Focus Group curriculum documents and units of work viewed via the college accreditation process show improved emphasis on differentiation of curriculum with appropriate identification of tasks and resources ▪ PDR process reflects teacher focus on showing evidence of student growth ▪ Survey and feedback show acceptance of and efficient use of new Peer Observation process. ▪ Peer Observation process and end of year review shows consistency in use of College IM. ▪ Appropriate data sets show improved growth i.e. VCE, On Demand and NAPLAN

		at all campuses, induction programs for all new staff, instructions to short-term replacement teachers	
	Year 2	<ul style="list-style-type: none"> ▪ Targeted PL delivered to Focus Grps/ PLTs ▪ Provide time to Focus Grps/ PLTs to work on updating differentiated activities ▪ PDR process continues to reflect teacher focus on showing evidence of student growth even if DET process changes ▪ Student surveys delivered by all classroom teachers and results, reflection and change practices evidenced in PDRs. ▪ Writing WP continues its work in developing writing program and strategies for use in classroom ▪ Peer Observation process consolidated ▪ PL undertaken around use of College IM processes and expectations with emphasis on Feedback, Questioning & Reflection techniques. ▪ Review assessment schedule that makes term by term use of the On Demand testing platform for both Numeracy and Literacy(Reading) ▪ Continue focus on moderation of student work 	<ul style="list-style-type: none"> ▪ Focus Group curriculum documents and units of work viewed via the college accreditation process continues to show improved emphasis on differentiation of curriculum with appropriate identification of tasks and resources ▪ Peer Observation process and review shows consistency in use of College IM. ▪ Appropriate data sets show improved growth i.e. VCE, On Demand and NAPLAN against targets
	Year 3	<ul style="list-style-type: none"> ▪ Targeted PL delivered to Focus Grps/ PLTs ▪ Provide time to Focus Grps/ PLTs to work on curriculum development ▪ PDR process focuses on showing evidence of student growth aligned to DET process ▪ Student surveys evidenced in PDRs. ▪ Writing WP continues to refine strategies for student improvement ▪ PL continues around College IM (Feedback & Reflection) ▪ Curriculum accreditation continues ▪ Investigate assessment schedule other than those in Maths & English 	<ul style="list-style-type: none"> ▪ Focus Groups take more self-regulated responsibility for accreditation process and curriculum documents and units of work showing emphasis on differentiation of curriculum with appropriate identification of tasks and resources ▪ Peer Observation process and review shows consistency in use of College IM. ▪ Appropriate data sets show improved growth i.e. VCE, On Demand and NAPLAN targets
	Year 4	<ul style="list-style-type: none"> ▪ Monitor / Audit / Adjust as required 	

<p>Engagement</p> <ul style="list-style-type: none"> • Develop a sequential student leadership program which increases experiences and leadership opportunities while supporting their learning and education. • Increase the opportunities for students to contribute to feedback about the school and its operations. • Enhance opportunities for student interaction within the community in targeting work placements • Investigate and implement approaches that develop stronger relationships between students, parents, community and school that support learning 	Year 1	<ul style="list-style-type: none"> ▪ Document student leadership and student voice charter, with expectations and structure ▪ Student surveys delivered by all classroom teachers and results, reflection and change practices evidenced in PDRs. ▪ Initiate cyclic student feedback forums ▪ Review College marketing material both hard copy and electronic ▪ Increase the number of targeted information session to the community ▪ Align work placements/work experience to career pathways 	<ul style="list-style-type: none"> ▪ Student feedback forums occur on a term basis. ▪ Draft Student Voice charter developed ▪ Community Information sessions occur at least twice per year ▪ New marketing material developed for 2015/16 ▪ Review of work placements align to career aspirations
	Year 2	<ul style="list-style-type: none"> ▪ Review student leadership and student voice charter ▪ Student surveys continue to be run in all classrooms ▪ Continue cyclic student feedback forums ▪ Increase the number of targeted information session to the community 	<ul style="list-style-type: none"> ▪ Student Voice Charter Developed ▪ Student feedback forums occur on a term basis. ▪ Community Information sessions occur at least three times per year
	Year 3	<ul style="list-style-type: none"> ▪ Document student leadership and student voice charter, with expectations and structure ▪ Initiate cyclic student feedback forums ▪ Consolidate a new student values document 	<ul style="list-style-type: none"> ▪ Student feedback forums occur on a term basis. ▪ Community Information sessions occur at least once per term.
	Year 4	<ul style="list-style-type: none"> ▪ Monitor / Audit / Adjust as required 	
<p>Wellbeing</p> <ul style="list-style-type: none"> • Audit and refine projects, curriculum & strategies within the Pathways subject at year 7-10 and in the 11&12 Pastoral care program. • Develop the physical arrangements in the learning environment that best supports the whole school instructional model, including domain specific aspects of the model. 	Year 1	<ul style="list-style-type: none"> ▪ At campus level coordination of a dedicated approach to improving the learning environment in class rooms and corridors. ▪ Identify and display exemplar student work. ▪ Display examples of student growth. ▪ Scope & Sequence 'check in' refined and used to monitor use of Learning Intentions as well as delivery of agreed ▪ Ensuring that exemplar work is displayed, used, and regularly updated. ▪ Ensuring displays that best give a clear indication to students of what is being 	<ul style="list-style-type: none"> ▪ Learning Environment noticeably improved and checked on via the Scope & Sequence "check in" process ▪ Scope & Sequence "check in" process identifies increased and consistent use of Learning Intentions

		<ul style="list-style-type: none"> learnt and what is valued. <ul style="list-style-type: none"> Ensuring that the learning intentions for every lesson are visible and current in every learning space. 	
	Year 2	<ul style="list-style-type: none"> Identify and display exemplar student work. Display examples of student growth charts. Scope & Sequence 'check in' used to monitor use of Learning Intentions as well as delivery of agreed curriculum. 	<ul style="list-style-type: none"> Learning Environment noticeably improved and checked on via the Scope & Sequence "check in" process Scope & Sequence "check in" process identifies increased and consistent use of Learning Intentions
	Year 3	<ul style="list-style-type: none"> Continue to improve the learning environment in class rooms and corridors. Identify and display exemplar student work 	<ul style="list-style-type: none"> Learning Environment noticeably improved and documented via staff survey monkey feedback
	Year 4	<ul style="list-style-type: none"> Monitor / Audit / Adjust as required 	
<p>Productivity</p> <ul style="list-style-type: none"> Develop a medium to long term public awareness program which articulates future directions and emphasises the positive outcomes of the college, <i>particularly in any new configuration that may develop during the SP cycle*</i>. Develop various resources to advertise a rigorous, successful and comprehensive education program from year 7-12. Build enthusiasm and anticipation with the local community about how the new College will look and the ways it will serve the community. Develop and implement a professional development program to assist in the building of high performing teams. 	Year 1	<ul style="list-style-type: none"> Form a Public Awareness WP with an Action Plan Review College marketing material both hard copy and electronic Set a strategic publicity timeline Investigate human resource support Investigate consultancy support Develop and implement professional development program to assist in the building of high performing teams. 	<ul style="list-style-type: none"> WP set up and Action Plan documented Materials reviewed and developed Minimum of 10 emerging leaders take part in an extensive professional development program related to building leadership capacity. i.e. DEEP Program
	Year 2	<ul style="list-style-type: none"> Public Awareness WP continues to work on an Action Plan Follow up to DEEP Program for those requiring it or for those that have missed the opportunity to be involved 	<ul style="list-style-type: none"> WP Action Plan outcomes documented Minimum of 20 emerging leaders take part in an extensive professional development program related to building leadership capacity i.e. DEEP Program
	Year 3	<ul style="list-style-type: none"> Public Awareness WP continues to work on an Action Plan Continue to address building leadership capacity in staff 	<ul style="list-style-type: none"> WP set up and Action Plan documented Materials reviewed Emerging leaders have taken part in an extensive professional development program related to building leadership capacity.
	Year 4	<ul style="list-style-type: none"> Monitor / Audit / Adjust as required 	