

School Strategic Plan 2022-2026

Sunshine College (8790)



Submitted for review by Tim Blunt (School Principal) on 23 November, 2022 at 11:54 AM

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School vision	As a school community we take pride in Creating Futures through a caring environment that enhances academic learning, personal growth and wellbeing for all students and staff. This is achieved through respectful relationships and a culture of collaboration, inclusion and high aspirations for all.
School values	The Sunshine College community values Wellbeing Relationships Learning Growth
Context challenges	<p>Location and history-</p> <p>Sunshine College is a two campus secondary college, located in the inner western suburbs of Melbourne, approximately 15 kilometres from the Melbourne central business district. The College was developed as the result of an amalgamation between six schools, namely Ardeer High School, Sunshine High School, Sunshine North Technical School, Sunshine Technical School, Sunshine West High School and Tottenham Technical School.</p> <p>School facilities-</p> <p>The two college campuses have a variety of facilities which include general purpose classrooms, flexible learning spaces, specialist facilities for science, physical education, sport, the arts and technology subjects as well as offices, meeting spaces and presentation spaces. The Harvester Technical College has state of the art facilities including industry standard workshops, classrooms and specialist areas related to a variety of construction trade areas. The College has embarked on a building program based on a Master Plan for a new building on the West Campus and North Campus sites which have been partially completed.</p> <p>Enrolments-</p> <p>Enrolments at the time of the review in 2022 were approximately 1070 students. Over the past four years, enrolments have been between 1000 and 1200. The enrolment includes students who are funded through the Programs for Students with Disabilities (PSD) program, students who are studying English as an Additional Language (EAL) and a number of hearing impaired students who are enrolled in the Deaf Facility at the College.</p>

	<p>SFO and SFOE - The Student Family Occupation Education (SFOE) index was 0.6441 in 2018. In 2017, the SFOE was 0.6578.</p> <p>Staff profile- The staffing profile consists of a College Principal, five Assistant Principals, 110.5 teaching staff and 41.5 Education Support (ES) staff and administration staff (fte).</p> <p>Curriculum- The college provides an approved curriculum based on the Victorian Curriculum on each of the two Year 7–12 campuses, including programs in English, Mathematics, Science, Humanities, Health and Physical Education, The Arts and Technology. Languages Other Than English (LOTE) is taught as a Year 9 and 10 electives and as an after school program in Years 7 and 8. At Year 11 and 12, the College offers the Victorian Certificate of Education (VCE). Students are also able to select Vocational Education and Training (VET) units. The Harvester Technical College offers VCE and pre–apprenticeship courses from Year 10 to 12 in a registered trade training facility. The College is developing a leading edge profile in the delivery of Science, Technology, Engineering and Mathematics (STEM) with specialized programs delivered in Junior programs and through Harvester Technical College.</p> <p>Additional information- The College has a Student Representative Council (SRC) that provides activities for students and organizes fundraising events. The College has a wide range of extra–curricular activities, including camps and sporting activities. The College production occurs annually.</p> <p>Key Challenges- (a) Developing consistency and coherence in curriculum delivery between Yr 7-10 Foundation Victorian Curriculum and Post Compulsory Programs in VCE and VET, between classes and campuses (b) Developing "Student Voice and Agency" to support accountability to curriculum design and its delivery. (c) Maintaining the wellbeing of all staff and students at the school. (d) Implementing the new VGSA agreement with the current state-wide staffing issues.</p>
<p>Intent, rationale and focus</p>	<p>Sunshine College will focus on growth for all.. We will achieve growth for students by continuing our work to design differentiated curriculum that relies on activities which target individual success. We will support teachers' growth by establishing Research and Development professional learning teams who work together to strengthen teaching practice in cycles of improvement aligned to our Exemplar Practice documents. We will also invite teams to work with the learning specialists on their Research and Development cycles of improvement through Quality Teaching Rounds and build expertise in this improvement model.</p>

	We will continue to prioritise well-being and achieve this by strengthening our student voice, agency and community connections.
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Goal 1	Maximise learning growth for all students.
Target 1.1	By 2026, increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN in: <ul style="list-style-type: none">• Reading from 70% (2021) to 74%• Writing from 77% (2021) to 80%• Numeracy from 67% (2021) to 70%
Target 1.2	By 2026, increase VCE All studies mean score from 27.48 (2021) to 29
Target 1.3	By 2026, increase the percentage of positive endorsement in the School Staff Survey (SSS) for the following factors: <ul style="list-style-type: none">• Academic emphasis from 40% (2021) to 65%• Collective efficacy from 45% (2021) to 65%• Guaranteed and viable curriculum from 51% (2021) to 70%• Professional learning through peer observations 32% (2021) to 52%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Further develop teacher collaboration opportunities to enhance student learning

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	Develop teacher and leader capacity to monitor and evaluate the impact of teaching on student outcomes.
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	Further enhance the guaranteed and viable curriculum throughout Years 7–12.
Goal 2	Strengthen the wellbeing of all students
Target 2.1	By 2026, increase the percentage of positive endorsement in the student Attitudes to School Survey (AToSS) for the following factors: <ul style="list-style-type: none"> • Student voice and agency from 44% (2021) to 54% • Differentiated learning challenge from 67% (2021) to 77% • School stage transitions (Year 10–12) from 71% (2021) to 75%
Target 2.2	By 2026, increase the percentage of positive endorsement in the School Staff Survey (SSS) for the following factor: <ul style="list-style-type: none"> • Parent and community involvement from 38% (2021) to 58%

Target 2.3	By 2026, increase the percentage of parents completing the Parent Opinion Survey (POS) from eight per cent (2021) to 18 per cent
Target 2.4	By 2026, decrease the percentage of students with: <ul style="list-style-type: none"> • 20 or more absence days from 23% (2021) to 21% • 30 or more days absence from 13% (2021) to 11%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a whole-school student engagement and wellbeing framework.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance opportunities for student voice and learner agency across the school
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance community partnerships to enrich student outcomes