

# School Strategic Plan 2018-2022

Sunshine College (8790)



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<p><b>School vision</b></p>	<p>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.</p>
<p><b>School values</b></p>	<p>The Sunshine College community values Wellbeing Relationships Learning Growth</p>
<p><b>Context challenges</b></p>	<p>Location and history- Sunshine College is a four 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- The four 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.</p> <p>Enrolments- Enrolments at the time of the review were approximately 1085 students. Over the past four years, enrolments increased by 140 students. 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, four Campus Principals, 123 teaching staff and 41 Education Support (ES) staff</p>

	<p>and administration staff.</p> <p>Curriculum-</p> <p>The college provides an approved curriculum based on the Victorian Curriculum on each of the two Year 7–10 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.</p> <p>At Year 11 and 12, the College offers the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students are also able to select Vocational Education and Training (VET) units. The Harvester Technical College offers VCAL and pre–apprenticeship courses from Year 10 to 12 in a trade training facility.</p> <p>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-</p> <p>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-</p> <p>(a) Developing consistency and coherence in curriculum delivery between Yr 7-10 Foundation Victorian Curriculum and Post Compulsory Programs in VCE, VCAL and VET, between classes and campuses</p> <p>(b) Transitioning to new school buildings during this SPs lifetime and the closing of two campuses, leading to upskilling of staff taking VCE/VCAL and Middle Years for the first time.</p> <p>(c) Developing "Student Voice and Agency" to support accountability to curriculum design and its delivery.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our intent is to develop fluent &amp; independent learners via delivery of a guaranteed and viable curriculum collegiately designed and consistently delivered within a school environment that is based on mutual respect &amp; high expectations.</p> <p>Our rationale is based on enhancing the outcomes both socially and academically of our students focussed on supporting achievement of desired pathways to further learning, education or work</p> <p>What we are prioritising can be seen by our proposed SP Goals...</p> <p>(a) To improve and enhance teacher impact in the classroom to improve student outcomes.</p> <p>(b) To improve student achievement and engagement in learning.</p> <p>(c) To improve and enact the College vision, values and culture.</p>

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<b>Goal 1</b>	To improve and enhance teacher impact in the classroom to improve student outcomes
<b>Target 1.1</b>	Improve the percentage of students responding positively in the AToSS in Stimulated Learning and Learning Confidence to at least 75%.
<b>Target 1.2</b>	Improve the percentage of staff responding positively to Collective Efficacy, Student Voice and Agency and Academic Emphasis in the SOS to at least 65%.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop strategies to ensure a culture of consistency of pedagogical practice across the College (BPE).
<b>Key Improvement Strategy 1.b</b> Empowering students and building school pride	Develop a student voice and agency strategy for implementation across the College (ESBSP).
<b>Goal 2</b>	To improve student achievement and engagement in learning.
<b>Target 2.1</b>	Improve the percentage of year 9 students with high and medium relative growth in NAPLAN Reading and Numeracy to at least 85%.
<b>Target 2.2</b>	Improve the percentage of year 9 students with medium and high relative growth in NAPLAN Writing to at least 75%.

<b>Target 2.3</b>	Improve the VCE mean study score to at least 30.
<b>Target 2.4</b>	Improve the percentage of teaching staff who respond positively to Guaranteed and Viable Curriculum in the SOS to at least 70%.
<b>Target 2.5</b>	Decrease the average number of days absent across the College to 20 days per student per year.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum at all year levels across the College (CPA).
<b>Key Improvement Strategy 2.b</b> Building leadership teams	Build the leadership capacity of staff (BLT).
<b>Goal 3</b>	To improve and enact the College vision, values and culture.
<b>Target 3.1</b>	Improve the percentage of students who respond positively to Student Transitions in the AToSS to at least 70%.
<b>Target 3.2</b>	The percentage of students who exit the College in Year 11 and 12 who continue to University, TAFE, apprenticeships, traineeships or full time work to exceed 85%.

<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Revise the College vision and values (VVC).
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Develop strategies to ensure seamless transitions for students into, within and out of the College (BPE)
<b>Key Improvement Strategy 3.c</b> Building communities	Develop strategies to communicate and embed the College vision, values and culture to all members of the college community (BC)