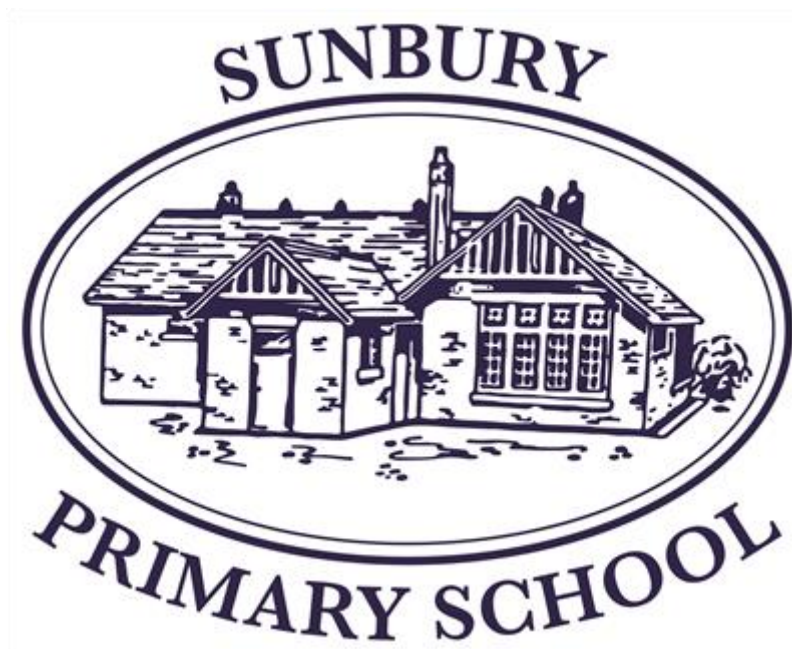


School Strategic Plan 2023-2027

Sunbury Primary School (1002)



Submitted for review by Amanda Busuttil (School Principal) on 28 June, 2023 at 10:30 AM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 30 June, 2023 at 10:47 AM

Endorsed by Jay Hazelman (School Council President) on 07 October, 2023 at 07:01 PM

School Strategic Plan - 2023-2027

Sunbury Primary School (1002)

School vision	<p>Sunbury Primary School aims to foster a community of learners who are confident, creative, and challenged to achieve their full potential, in order to become active, engaged, and responsible citizens.</p> <p>All students are empowered to learn and achieve, engaging in collaborative learning opportunities that foster curiosity, creativity and critical thinking. Students actively seek out challenges and view obstacles as opportunities to learn and grow in the pursuit of personal excellence. Our students experience a strong sense of connectedness with self, others and our communities, contributing to shaping the world around them.</p>
School values	<p>BE COURAGEOUS - Have the resilience and confidence to take risks in learning and embrace new challenges</p> <p>BE MINDFUL - Be aware of how our thoughts, actions, and behaviours affect ourselves and others</p> <p>BE CURIOUS - Seize opportunities and experiences, question and embrace new ideas and challenges</p> <p>ACT WITH INTEGRITY - Be honest, and have a willingness to do what's right</p>
Context challenges	<p>Sunbury Primary School has an enrolment of 371 students with an SFOE index of 0.25. In 2022, the school identified 31% of students with a disability through the annual national consistent collection of disability data. In 2023, the school has identified Inclusive Education as a priority, with a focus on improving the quality goals in individual education plans (IEPs) and processes to monitor and review progress. Currently, the school has an enrolment of 14 students funded under the Program for Students with Disabilities – this represents 4.6% of the student population. Additional support is provided in classrooms to adapt and modify the teaching and learning program. Professional learning focuses on improving staff capability and building classroom practice to make reasonable adjustments in order to support the educational and social emotional needs of students.</p> <p>Six percent of students were equity funded in 2022 (25 students). The school reported in its AIP that targeted equity funding had been allocated to the employment of a 0.4 student wellbeing officer (registered psychologist). Some of the challenges identified included minimal equity funding available to the school due to the low number of disadvantaged students, hence limiting access to resources to address the learning and wellbeing gap. Although the school has a low SFOE, our student profile suggests a high need for wellbeing and learning support across our student cohort. The percentage of equity funded students judged by teachers as achieving at or above age expected level was below that for non-equity funded students in literacy and numeracy. Furthermore, the percentage of equity-funded students meeting or attaining above NAPLAN benchmark growth was above or similar to non-equity funded students in reading and</p>

	<p>numeracy in 2019 and 2021, however there was significant gap in results between the two cohorts in writing in both 2019 and 2021. Most notably, the average attendance for equity funded students was less than that for non-equity funded students and the percentage of students with 20 or more days absence was above that for non-equity funded students over the last four year SSP period.</p> <p>Our NAPLAN data indicates a decreasing trend of students performing in the top two bands. However, the percentage of students performing in the bottom two bands continues to decrease, therefore a significant majority of students performing in the middle two bands in Reading and Numeracy. As part of our inquiries, our PLCs establish a focus group of students whose progress is closely tracked and monitored throughout the inquiry. Teacher feedback identified a bias towards catering for focus students, often those low achieving, rather than an equitable focus on all students. Teachers reflected that initial conversations and goal setting centres around the needs of lower achieving students as a priority for teaching and learning experiences. This has impacted on teachers' ability to stretch students beyond the expected growth for the teaching cycle, although our data clearly indicates that a good proportion of students can certainly be extended. While all students are supported through the planned teaching and learning program, there is a need to further consider how to more closely track and plan for differentiated goals and learning experiences for those students who do not form part of the inquiry focus group.</p> <p>Our wellbeing data indicates an increase in the percentage of students identified as 'at risk' for the emotional factor (Student Check-In Tool) between 2020 and 2022 as reported by teachers. Furthermore, 43% of Yr. 4-6 students reported low resilience in 2022 compared to 25% in 2021. A decrease of high resilience from 7% in 2021 to 3% in 2022 was reported by the Yr. 4-6 student cohort. Concerningly, 17% of Yr. 4-6 students reported 'not positive' life satisfaction in 2022 compared to 6% in 2021. The school is committed to partnering with families in raising happy and resilient children. In 2023 the school established the Wellbeing and Inclusions Team. This team manages the referral and support processes, including the facilitation of student support groups with parents/carers and external agencies and the co-creation of Individual Education Plans and Wellbeing Support Plans. A response to tiered intervention framework that is contextualised for our school setting has been established, providing students with explicit and targeted supports to meet their needs.</p>
Intent, rationale and focus	<p>The school has had a strong focus in building teacher curriculum knowledge and knowledge of instructional practices in literacy and numeracy, with four-year trend data demonstrating student improvement in literacy. However, variance in teachers' understanding and confidence to successfully assess, plan and differentiate the teaching of numeracy, has contributed to declining student outcomes in numeracy. Numeracy has a lower profile than literacy across the school. Teachers have indicated that they feel less confident teaching numeracy than literacy and hence there is a need to focus on numeracy whilst at the same time building on the improvements made in literacy. Differentiation is also an area for improvement with an emphasis on challenging and extending students. A focus for our next strategic plan will be to</p>

strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning and further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches that reflect the needs of our students.

In 2022, the school strengthened its processes, practices and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth. Creating a positive school climate will continue to be a priority to meet student wellbeing needs, and develop their resilience, school connectedness, emotional awareness and regulation and respect for diversity and sense of inclusion. We are in the early stages of implementation of our responsive, tiered approach to support student learning, wellbeing and inclusion. Examples of the strategies and actions prioritised by the school include the school's social and emotional learning curriculum aligned to the school values and the Respectful Relationships curriculum, as well as the strategic employment of expert personnel to effectively access resources and foster partnerships with families/carers, specialist providers and community organisations to provide responsive support to students. Partnering with families to support the mental health and wellbeing of our students will be a priority in this SSP period. Our aim is to create open, honest and respectful dialogue between the school, families and external health and wellbeing providers focused on the student at the centre. The school, in partnership with mental health and wellbeing experts, aims to share reliable, research-based information and strategies with our community, and clarify the supporting roles and boundaries of the family unit and school system, in order to establish a cohesive and consistent approach to raising happy, healthy and resilient children.

In addition to a focus on students' mental health and wellbeing, our aspiration is to engage and empower students to take risks in their learning in order for them to develop as lifelong learners. There is a lack of co-construction of learning goals, with teachers mostly determining these with limited student consultation, and a reliance on teachers determining when a goal was met with limited self-assessment by students of their learning. Feedback is often provided as praise and positive reinforcement rather than as a challenge to learning, with limited examples seen of students providing teachers with feedback. Our next SSP will prioritise a whole-school approach to student agency in learning and wellbeing, in addition, developing a common understanding of agency amongst teachers and an awareness and appreciation of the impact on learning and engagement. Our challenge will be to move students from a reliance on the teacher, to fully engage students in critically thinking about their learning and co-constructing goals to empower them to effectively and consistently pursue self-directed learning.

Sunbury Primary School operates as a Professional Learning Community with well-embedded processes and practices that include collaboration, sharing and ongoing critical interrogation of teaching practices in line with professional standards. Our PLC philosophy is the cornerstone of our organisation and is the framework in which we effect innovation and change. In 2023, PLC Teams continue to facilitate Inquiry Cycles in the areas of Numeracy and Wellbeing, using developed structures and systems in using data and evidence to plan for teaching and learning. PLC Inquiries include a

	<p>strong focus on teacher professional learning, embedding the further development and use of Learning Progressions to plan for and assess students at point of need. PLC Leaders meetings continue fortnightly to develop professional and leadership knowledge and to develop Year Level pacing guides aligned with school priorities. Our continuing strengths in PLC practices include a laser-focus on student learning; being evidence driven, both in the use of formative data and latest research; and having a strong commitment to improving and support the System as a PLC Link School. Over the course of this SSP the school will prioritise the following PLC principles:</p> <ul style="list-style-type: none">- Adult learning: Opportunities will be provided for PLC leaders to observe other PLC meetings within the school and to visit other Link schools to observe their PLC meetings. In conjunction with other Link schools, school leaders will reflect on ways to improve their support to other schools.- Continuous Improvement: Further strengthen the transfer of the inquiry process and its outcomes to improve classroom instruction.- Instructional Leadership: Continue to develop the leadership capacity of our PLC Instructional Leaders and develop a succession strategy to produce future leaders.
--	---

School Strategic Plan - 2023-2027

Sunbury Primary School (1002)

Goal 1	Maximise the learning growth for every student in literacy and numeracy.
Target 1.1	<p>By 2027, increase the percentage of students achieving at and above Benchmark growth in NAPLAN* for:</p> <ul style="list-style-type: none">• Reading from 88% (2021) to 92%• Writing from 78% (2021) to 86%• Numeracy from 78% (2021) to 82% <p>*NAPLAN targets to be confirmed.</p>
Target 1.2	<p>By 2027, increase the percentage of Year 3 students in the top 2 bands in NAPLAN* for:</p> <ul style="list-style-type: none">• Reading from 55% (2022) to 60%• Writing from 46% (2022) to 50%• Numeracy from 33% (2022) to 38% <p>*NAPLAN targets to be confirmed.</p>
Target 1.3	<p>By 2027, increase the percentage of Year 5 students in the top 2 bands in NAPLAN* for:</p> <ul style="list-style-type: none">• Reading from 33% (2022) to 42%• Writing from 24% (2022) to 30%• Numeracy from 19% (2022) to 24% <p>*NAPLAN targets to be confirmed.</p>

Target 1.4	<p>By 2027, increase the percentage of Year 4-6 students achieving one level of growth according to Teacher Judgement (Semester 2, 2022) for:</p> <ul style="list-style-type: none"> • Reading & viewing from 85% (2022) to 90% • Writing from 78% (2022) to 85% • Number & algebra from 80% (2022) to 90%
Target 1.5	<p>By 2027, decrease the percentage of Year 1-3 students achieving less than one year's growth according to Teacher Judgement (Semester 2, 2022) for:</p> <ul style="list-style-type: none"> • Reading & viewing from 22% (2022) to 16% • Writing from 28% (2022) to 20% • Number & algebra from 25% (2022) to 18%
Target 1.6	<p>By 2027, increase the percentage of positive responses in the School Staff Survey factor for Collaborate to scaffold student learning from 77% (2022) to 87%.</p> <p>By 2027, maintain the percentage of positive responses in the School Staff Survey factor for Plan differentiated learning activities at 86% (2022).</p>
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Embed the school's Instructional Model across all areas of the curriculum.

pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches that reflect the needs of students.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.
Goal 2	Empower students to have agency over their own learning.
Target 2.1	<p>By 2027, increase the percentage of positive responses on the Attitude to School Survey (AtoSS) factors as listed:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 83% (2022) to 88% • Stimulated learning from 79% (2022) to 86% • Student voice and agency from 63% (2022) to 75%
Target 2.2	<p>By 2027, increase the percentage of positive responses on the School Staff Survey (SSS) factors as listed:</p> <ul style="list-style-type: none"> • Promoting student ownership of learning from 82% (2022) to 85% • Use student feedback to improve practice from 68% (2022) to 76%

	<ul style="list-style-type: none"> • Understand formative assessment from 64% (2022) to 71%
Target 2.3	<p>By 2027, increase the percentage of positive responses on the Parent Opinion Survey (POS) factors as listed:</p> <ul style="list-style-type: none"> • Student agency and voice from 60% (2022) to 65% • Stimulating learning environment from 64% (2022) to 70%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Establish a whole-school approach to student agency in learning and wellbeing.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to set challenging learning goals and monitor their own growth.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop effective feedback practices to students and by students.
Goal 3	Improve student wellbeing outcomes.
Target 3.1	By 2027, reduce the average absence from 22 days (2022) to 14 days.

Target 3.2	<p>By 2027, increase the percentage of positive responses on the Parent Opinion Survey (POS) factors as listed:</p> <ul style="list-style-type: none"> • Confidence and Resiliency skills from 66% (2022) to 70% • Student connectedness from 83% (2022) to 85% • Respect for Diversity from 64% (2022) to 75%
Target 3.3	<p>By 2027, increase the percentage of positive responses on the Attitude to School Survey (AtoSS) factors as listed:</p> <ul style="list-style-type: none"> • Low Resilience from 43% (2022) to 30% • School connectedness from 81% (2022) to 85% • Emotional awareness and regulation from 72% (2022) to 80% • Respect for Diversity from 78% (2022) to 85% • Sense of inclusion from 85% (2022) to 90%
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole-school approach to inclusion, diversity and wellbeing.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen parent and community partnerships to increase student health and wellbeing.