

School Strategic Plan 2019-2023

Sunbury Heights Primary School (5197)



Submitted for review by Kaye Mills (School Principal) on 27 November, 2019 at 08:23 AM

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School Strategic Plan - 2019-2023

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School vision	At Sunbury Heights Primary School all students will be empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.
School values	<p>Sunbury Heights Primary School is committed to providing a safe and stimulating learning environment that respects and celebrates the diversity within our school community.</p> <p>Sunbury Heights Primary School is a Lead School in the implementation of Respectful Relationships and is in the second year of School Wide Positive Behaviour implementation. Our school wide values are respect, responsibility and kindness. The school is committed to the safety, participation and empowerment of all children. We support and respect all children, as well as our staff, volunteers and school families. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. As a school we have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.</p> <p>Sunbury Heights Primary School remains focused on implementing the Education State themes of Learning for Life, Happy Healthy and Resilient Kids, Breaking the Link and Pride and Confidence in our schools. Our school wide belief is that “no child regardless of social status or postcode will miss out on a first class state school education.”</p>
Context challenges	<p>Sunbury Heights Primary School is located in the City of Sunbury approximately 40 kilometres from the Melbourne Central Business District. The school was founded in 1981. The school grounds include an indoor multi-purpose hall, two main buildings with central open spaces and a number of portable structures. One portable classroom houses a Community Hub. The grounds include two separate adventure playgrounds, two basketball courts and an oval. Enrolments are currently sitting at 403. The Student Family Occupation (SFO) index is 0.6246 and the Student Family Occupation Education (SFOE) index is 0.5356 in 2017-18. The staffing profile of Sunbury Heights Primary School includes a Principal and Assistant Principal, 23 teachers, 11.9 fulltime Education Support (ES) staff, 2 office administration staff and a School Chaplain. The school provides an approved curriculum framework differentiated to meet student needs. The school provides an accredited Out of School Hours Care Program and runs a Community Hub that offers local community access to support programs, referral to outside agencies, parent education programs and welfare support for families. The Hub is partly funded by Community Hubs Australia, a not-for-profit organization.</p> <p>At Sunbury Heights Primary School, our recent School Review found that there was lack of clarity around the Reading targets in the previous SSP and a lack of consistency in the teaching of Reading. Teacher capacity for the Workshop model was limited and</p>

	<p>misconceptions about the purpose of Independent Reading existed (this was addressed through professional development and support in 2019 but there is evidence that this teacher learning needs to be built upon going forward.) Varied expectations and understandings around the introduction of the Instructional Model in Reading and Writing also highlighted the need for further differentiated professional development.</p>
<p>Intent, rationale and focus</p>	<p>The school intent is to build on each child's growth in Numeracy and Literacy, resulting in continued improvement in numeracy and literacy outcomes across the school. The core strategies for achieving this goal are outlined in the Strategic Plan, including embedding the instructional model for both Literacy and Numeracy, building the capacity of teachers to more effectively teach both literacy and numeracy through consistent practice, and to improve the collection, storage and use of school data to inform teaching. We also aim to implement Professional Learning Communities (PLC) and use the improvement cycle to improve student learning. At Sunbury Heights Primary School, it is also our aim to increase student engagement by increasing student voice and agency by empowering our students to be the drivers and agents of the next stage of their own learning.</p>

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Goal 1	To improve student outcomes in Literacy
Target 1.1	To improve the three-year average of NAPLAN medium to high growth in Reading Year 5 from 70% to 75%
Target 1.2	To improve the three-year average NAPLAN Reading top 2 bands Year 5 from 32% to 42%
Target 1.3	To improve three-year average teacher judgements for at and above level in Reading from 83% to 88%
Target 1.4	To improve the three-year average NAPLAN medium to high growth Writing Year 5 from 72% to 77%
Target 1.5	To improve the three-year average NAPLAN Writing top 2 bands Year 5 from 15% to 25%
Target 1.6	To improve three-year average teacher judgements for at and above level in Writing from 79% to 85%

Target 1.7	To improve three-year average teacher judgements and increase the percentage of students above level from 15% to 20%
Key Improvement Strategy 1.a Instructional and shared leadership	Embed the Instructional model
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to more effectively teach Literacy
Key Improvement Strategy 1.c Building practice excellence	Implement the PLC program to support teaching and learning
Key Improvement Strategy 1.d Building practice excellence	Build an organisational structure that supports growth in student learning
Goal 2	To improve student outcomes in Numeracy
Target 2.1	To improve the three-year average NAPLAN medium to high growth in Numeracy Year 3-5 from 74% to 80%
Target 2.2	To improve the three-year average NAPLAN Numeracy top 2 bands Year 5 from 20% to 30%
Target 2.3	To improve three-year average teacher judgements for at and above level in Number and Algebra from 82% to 88%

Target 2.4	To improve three-year average teacher judgements and increase the percentage of students above level from 18% to 25%
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to more effectively teach Numeracy
Key Improvement Strategy 2.b Evaluating impact on learning	Improve the collection, storage and use of student data
Key Improvement Strategy 2.c Evaluating impact on learning	Reflect on the Instructional model and how it relates to Numeracy
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Use the improvement cycle to improve student learning in Numeracy
Goal 3	To improve student engagement
Target 3.1	To improve AtoSS positive response for student voice and agency from a three-year average of 67% to a three-year average of 75%.
Target 3.2	To improve AtoSS positive response for Stimulated Learning from a three-year average of 80% to a three-year average of 90%.
Target 3.3	To improve SOS positive response for Promoting Student Ownership of Learning from 70% to 80%.

Target 3.4	To improve SOS positive response for use student feedback to improve practice from 60% to 80%.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a school-wide understanding of student voice and agency in learning
Key Improvement Strategy 3.b Empowering students and building school pride	Design, implement and monitor a school-wide approach to empower student voice and agency
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	To use the school's Instructional Model and teacher feedback as a platform to enhance student voice and agency in student learning