

School Strategic Plan 2023-2027

Sunbury Heights Primary School (5197)



Submitted for review by Laban Toose (School Principal) on 28 August, 2023 at 09:23 AM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 20 September, 2023 at 03:07 PM
Endorsed by Nicole Cameron (School Council President) on 16 October, 2023 at 02:48 PM

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School vision	Sunbury Heights Primary School's vision is to ensure that all students thrive socially, emotionally and intellectually. Our goal is to develop literate and numerate lifelong learners who are curious and resilient, so that they will be proactive members of our school, community and society.
School values	At Sunbury Heights we believe that every student has the right to learn and feel safe. The school strives to build a positive and inclusive climate for learning, that fosters respect and equality and incorporates our school values of kindness, respect and responsibility. We celebrate diversity, we are culturally informed and inclusive in our teaching practices and differentiated learning experiences that ensure everyone can meet their full potential. At Sunbury Heights, we are deeply committed to working in partnership with parents and the wider community. Together we are united in our common purpose of providing the best learning experiences and wellbeing practices for every child in our school community.
Context challenges	An analysis of the school's NAPLAN and school – based benchmarking data identified a lower proportion of students demonstrating high growth in writing and numeracy. The percentage of students in the top two bands in Year 3 were not retained into Year 5. We have identified the need to extend students in terms of increasing percentages of students achieving high benchmark growth and decreasing numbers of students achieving low growth as areas requiring focus for the next SSP. We also found that while we had documented elements of the guaranteed and viable curriculum there is a need to revisit these and further develop the school literacy and numeracy models, to ensure consistency across all classrooms. Building upon staff data literacy was also seen as a key area to be developed to ensure improved literacy and numeracy outcomes. The Panel found inconsistency in the development and implementation of student voice and agency in learning. This was specifically related to self-regulation in learning and the development of differentiated goals, success criteria and two-way feedback that could support both the closing of the learning ability gap and extension of those identified students. It was also felt that with an increased focus on self-regulation in learning there should also be a focus on student wellbeing in terms of resilience, and teacher concern. An analysis of the school's student, staff and parent opinion survey data identified that student wellbeing was seen to be a major focus. Focus groups from each of these areas indicated that the school needed to continue to embed positive learning dispositions into the fabric of all we did. This also would include the development of a Social and Emotional learning Curriculum supported by a referral process for students identified as needing additional support from the school wellbeing team. The wellbeing team has identified the need for select students to participate in social skill build groups and activities. A final challenge is further refining the targeted implementation and raising of the profile of ILP's and SSG's for specific students including Koorie, Students in out of home care and students on the PSD program. This will be particularly important as we move into the full implementation of the Disability Inclusion program and away from the PSDMS system.
Intent, rationale and focus	Intent: SHPS will develop a cohesive school culture of learning. This will include elevating positive learning dispositions in our students and community including staff. Continuing our focus on the systems of school wide positive behaviours to ensure universal supports are in place to promote a positive climate for learning to improve student outcomes. Mental health and wellbeing considerations will continue to be a focus to ensure our students are ready to learn. We will continue to build a collaborative culture of teaching & learning within our staff. Beginning with building consistency between each of the PLC teams in terms of the way the PLC is implemented. including that we ensure the time allocated to the PLC process is consistent across teams. Ensuring relevant consistent school documentation supporting the PLC inquiry to look for common threads to share across the school. We intend that data tracking will be more consistent and implemented with greater integrity to support teams to target their planning and teaching at the point of student need. Teams will be more effective in their use of tools such as spreadsheets or Venn diagrams to triangulate and monitor student growth in learning. Tracking this data will enable teams to see patterns or trends emerging for individuals or groups of students in the cohort. Priorities for the next 4 years To achieve this we will be prioritising the embedding of the improvement cycle across the school. Building staff data literacy, documenting a guaranteed and viable curriculum and embedding a PLC focused collaborative approach to planning, assessment and instruction. We will also be prioritising the full implementation of the new Disability Inclusion and Mental Health and Wellbeing menu, as a tiered response to ensuring all student connect with their learning. This will be further supported as we increase school & family partnerships as a key strategy to improve student learning and wellbeing

outcomes.

Finally, we will prioritise a whole school approach to building positive learning dispositions in all members of our school. This will include embedding student agency in learning through goal setting and feedback, staff professional learning and collaboration.

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Goal 1	To maximise the learning growth of every student in literacy and numeracy
Target 1.1	NAPLAN target for student learning growth by 2027 to be confirmed
Target 1.2	NAPLAN target for student achievement against proficiency standards by 2027 to be confirmed
Target 1.3	By 2027 the percentage of staff reporting positive endorsement in the following School Staff Survey (SSS) measures will show: - Guaranteed and Viable Curriculum will increase from 81% in 2022 to 85% - Teacher collaboration will increase from 65% in 2022 to 80% - Professional learning through peer observation will increase from 50% in 2022 to 75%.
Key Improvement Strategy 1.ay 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	Embed the improvement cycle in leadership and teacher practice.
Key Improvement Strategy 1.by Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence to use diagnostic, formative, and summative assessments purposefully.
Key Improvement Strategy 1.cy Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document, and embed a guaranteed and viable curriculum.
Key Improvement Strategy 1.dy 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, assessment, and instruction.
Goal 2	To improve student agency and voice in learning and wellbeing.
Target 2.1	By 2027 the percentage of staff reporting positive endorsement in the School Staff Survey measure; Collective efficacy will increase from 63% in 2022 to 75%
Target 2.2	By 2027 increase the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures:

	• Sense of confidence from 74% in 2022 to 80. • Self-regulation and goal setting from 81% in 2022 to 85% • Student voice and agency from 67% in 2022 to 75%.
Key Improvement Strategy 2.ay Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop procedures, protocols and systems as a tiered response to ensure all students are connected to learning.
Key Improvement Strategy 2.by 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	Embed a whole-school approach to student agency in learning and wellbeing.
Key Improvement Strategy 2.cy 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.
Goal 3	To improve student wellbeing outcomes
Target 3.1	By 2027 student attendance will improve from an annual average rate of 90.9% per student in 2022 to 93%
Target 3.2	By 2027 the percentage of parents reporting positive endorsement in the following parent opinion survey measures will show: • Parent participation and involvement will increase from 69% in 2022 to 80% • Teacher communication will increase from 65% in 2022 to 75%
Target 3.3	By 2027 increase the percentage of staff reporting positive endorsement in the following School Staff Survey measures: • Parent participation and involvement from 76% in 2022 to 82% • Seeking feedback to improve practice from 54% in 2022 to 72%
Key Improvement Strategy 3.ay Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a whole-school approach to building positive learning dispositions
Key Improvement Strategy 3.by 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	Embed a culture of professional learning and collaboration.
Key Improvement Strategy 3.cy Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole-school approach to improving attendance rates.

Key Improvement Strategy 3.dy Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes.
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