



School Strategic Plan 2020-2024

Sydney Road Community School (8368)

Submitted for review by Tess Abbottsmith Youl (School Principal) on 25 March, 2021 at 10:48 AM
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Awaiting endorsement by School Council President

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School vision	<p>At SRCS we value individuals and celebrate difference. We want every student to feel they belong and know they will be looked after.</p> <p>We are always learning. We respect each other and ourselves. We build a positive environment for the safety of all. We make the most of every opportunity.</p> <p>Our students learn to be critical thinkers and active citizens by taking on roles of responsibility. Students have opportunities to collaborate and make decisions around their learning environment.</p>
School values	<p>Our school values of Learning, Respect, Safety and Opportunity, have been developed via the implementation of School Wide Positive Behaviour Support.</p> <p>We are committed to the safety and wellbeing of all children and young people and take seriously our responsibility to report suspected child abuse.</p> <p>We enable the best learning outcomes for all of our students through evidence based practice wellbeing support. Students and staff are expected to work cooperatively and collectively within the school to support others, as well as in the border and global community.</p>
Context challenges	<p>SRCS is a small (<120 students) progressive government secondary school located in Brunswick. We are proud to offer a broad range of learning programs (Victorian Curriculum, VCE, VCAL, VET and Re-engagement) that are able to meet the wide variety of needs and aspirations of our students. We have no fees, uniforms or book lists and aim to minimise all other costs. Most students have previously attended other secondary schools and choose to come to our school for a variety of reasons. Typically students live in the northern suburbs of Melbourne along the corridor of the Upfield railway line. Many present with complex needs requiring significant wellbeing support. As a consequence, our practice in this area has developed to be particularly strong. We aspire to improve our teaching and learning practice such that it is the equal of our student wellbeing support.</p> <p>Challenges:</p> <p>Maintain a strong school culture of community connection to ensure a smooth transition to our new site.</p> <p>Ensure all teaching is of consistently high quality, evidence based and promotes high expectations.</p> <p>Strengthen engagement with students and parents.</p>

<p>Intent, rationale and focus</p>	<p>Intent: Maximise the learning growth for all students.</p> <p>Rationale: We set high expectations for students to maximise learning growth and achieve successful transitions and pathways. We use the Victorian Curriculum and FISO to develop learning programs that meet the needs of all students. We articulate how student learning will be organised, taught and assessed so all students can meet or exceed learning goals.</p> <p>Focus: Excellence in Teaching and Learning, Curriculum and Assessment. Curriculum that is visible, flexible and adaptive. Instructional practice is of high quality and consistently implemented.</p> <p>Intent: Strengthen students' engagement in their learning.</p> <p>Rationale: We prioritise engagement in learning as a crucial foundation to academic success. We work in partnership with students, families, carers and kin. We use PLCs and learner feedback to expand and refine teachers professional learning and development so that it is responsive to the needs of students.</p> <p>Focus: Excellence in Teaching and Learning, Building Practice Excellence, PLCs, HITS, Student Feedback Surveys, IEPs.</p> <p>Intent: Improve student wellbeing.</p> <p>Rationale: We are a leader in implementing student based outcomes. We use evidence based practice to respond to student wellbeing needs in order for them to be able to fully engage in learning. We maintain this through our restorative practice, continuing the implementation of SWPBS and RRRR and reviewing and refining our time out policy.</p> <p>Focus: Positive climate for learning, Empowering students and building school pride. SWPBS, IEPs, RRRR, student agency.</p>
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Goal 1	To maximise the learning growth for all students
Target 1.1	By 2024 the proportion of year 7-10 students in the full time program will make at least one year level of learning progress in each school year in literacy and numeracy against the chosen assessment tool.
Target 1.2	By 2024 the proportion of students enrolled in, and successfully completing a final year VCE /VCAL certificate will increase from 63% in 2019 to 70%.
Target 1.3	By 2024 the proportion of students moving from the Sydney Road campus Re-engagement program to complete a valid post compulsory certificate will increase from 50% to 60%.
Target 1.4	By 2024 the proportion of students, placed in the Learning Spaces Program, who successfully achieve their Individual Education Plan goals, during the 13 week program, will increase from 65% to 70%.
Key Improvement Strategy 1.a Evaluating impact on learning	Investigate, research and implement a new literacy and numeracy assessment tool to replace the ARCOTS system that will be unavailable after 2021
Key Improvement Strategy 1.b Building practice excellence	Develop teacher capability in assessment literacy
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Review and refine the PLC process for more effective inquiry cycles into student learning
Key Improvement Strategy 1.d Evaluating impact on learning	Review and refine Individual Education Plan writing and tracking process at the Learning Spaces

Goal 2	To strengthen students' engagement in their learning
Target 2.1	By 2024 the proportion of all students achieving a Weighted Effort score above 2.4 will be 70% (school developed measure)
Target 2.2	By 2024 increase the percentage positive response in the Attitudes to School Survey: <ul style="list-style-type: none"> • Motivation and interest from 51% positive response (2019) to 70% • Self-regulation and goal setting from 52% positive response (2019) to 65% • Student voice and agency from 46% positive response (2019) to 70% • School connectedness from 53% positive endorsement (2019) to 70%
Target 2.3	By 2024 increase the percentage positive response in the Parent Opinion Survey: <ul style="list-style-type: none"> • Student motivation and support from 77% positive response (2019) to 85% • Student voice and agency from 64% positive response (2019) to 85% • Student connectedness from 82% positive endorsement (2019) to 85% • Positive transitions from 86% positive response (2019) to 90%
Target 2.4	By 2024 for students in the 13 week Learning Spaces Program to make at least 0.2 growth (half a year) in their Learner Self-Assessment of Engagement * data averaged over the five loci. *Learner Self-Assessment of Engagement (LSAE) is a student self assessment of engagement developed by Anton Van Mann of the Bendigo Net School. The tool assesses engagement based on responses to questions that score the student across 5 loci; wellbeing, basic needs, connection to teachers, strength of relationships and engagement with learning.
Key Improvement Strategy 2.a Empowering students and building school pride	Implement the Learner Feedback to Teacher survey tool
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Review and refine the whole school Individual Learning Plan (ILP) process

<p>Key Improvement Strategy 2.c Intellectual engagement and self-awareness</p>	<p>Implement learner self-assessment of effort* at the Learning Spaces as used at SRCS's 7-12 campus *Learner Self-Assessment of effort is a tool developed by Tony Marion of Sydney Road Community School. The tool involves the learner making a self-assessment of the amount of effort they put into learning in each class on a scale of 1- 4 where 1 in little effort and 4 is working as hard as they could.</p>
<p>Goal 3</p>	<p>To improve student wellbeing</p>
<p>Target 3.1</p>	<p>By 2024 increase the percentage positive response in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Managing bullying from 68% positive response (2019) to 75% • Not experiencing bullying from 82% positive response (2019) to 90% <p>and for confidence and resiliency skills maintain at 95% positive response.</p>
<p>Target 3.2</p>	<p>By 2024 increase the percentage positive response in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Managing bullying from 57% positive response (2019) to 75% • Advocate at school from 65% positive response (2019) to 75% • Respect for diversity from 57% positive response (2019) to 75%
<p>Target 3.3</p>	<p>Students in the Learning Spaces Program to make at least 0.2 growth in their LSAE data averaged across the 5 loci</p>
<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Review and refine how Restorative Practices are used across the school</p>
<p>Key Improvement Strategy 3.b Health and wellbeing</p>	<p>Develop a coherent wellbeing framework understood by the whole community</p>
<p>Key Improvement Strategy 3.c Health and wellbeing</p>	<p>Targeted professional learning for all staff</p>