School Strategic Plan 2023-2027

Sherbrooke Community School (6252)

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School vision	At Sherbrooke Community School we nurture growth to inspire independent learners to achieve their potential.
School values	Sherbrooke Community School's values are Respect, Relationships and Responsibility. Our school values are at the core of the student learning journey at Sherbrooke Community School. Our parents acrers, teachers and students operate within the context of genuine relationships built on the values we hold. We are Respectful when we: treat each other fairly actively acknowledge and consider the ides of others look after ourselves, others, the environment and the local community We value genuine Relationships when we: embrace positive, collaborative relationships between staff, students, families and community build strong connections between home and school foster strong supportive relationships to develop resilient learners We show Responsibility when we: take responsibility for our learning take responsibility for our behaviour accept that we all have an important part to play as part of the school community
Context challenges	Sherbrooke Community School is a P-12 school located in Sassafras township in the DandenongRanges. The school was founded in 1985. There 15 teaching staff, 9 Educational Support Staff, one Wellbing Coordinator, on Mental Health Practioner, one Learning Tutor, one Principal and one Assistant Principal. The school delivers an improved curriculum framework based on the Victorian curriculum and differeniated to meet the personal learning needs of individual students. The school offers the Victorian Certificate of Education (VCE), including the VCE Vocational Major. The Student Family Occupation Education index (SFOE) or 2022-2023 was 0.42. Enrolment was 123. Over 70% of the student population identified as Tier 2 or above, with significant wellbeing and intervention needs.Providing for the significant number

	of students with complex needs and associated interventions was challenging.
	Key Challenges:
	Consistent approaches to behaviour management in some classrooms regarding applying expectations and reinforcing the school values.
	Teachers and support staff delivering consistent instructional practice.
	Reinforce the school's organisational structures to deliver consistent and clear expectations
	Greater parent involvement in their child's education
	Providing greater opportunies for student voice, choice and agency
	The school community's clear understanding of the school's vision and values. Who are we? Why do we do what we do? Where do we go from here?
Intent, rationale and focus	We do what we do to improve learning outcomes to enable the attainment of high quality destinations and pathways for all of our students.
	It is important to provide a nuturing and supportive learning environment so that each child that passes through Sherbrooke Community School has the opportunity to reach their full potential.
	The focus for the next four years will be to:
	Continue to improve literacy and numeracy outcomes for all students
	Develop a vision for the school
	Improve student and family partnerships
	Give greater opportunity for student student voice, choice and agency

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Goal 1	To improve the learning growth, engagement and achievement for every student.
Target 1.1	VCE By 2027, maintain the VCE All Studies mean score at 30 (4-year average, 2024-27). By 2027, increase the percentage of studies VASS (Report 10) above or equal to zero from xx% to 100% (4-year average, 2024-2027). By 2027, the percentage of Year 12 students with a positive post–school destination (University, TAFE, Apprenticeship/Traineeship, or full–time employment) will be maintained at 100% (2022). By 2027, increase the percentage of VM Units completed from XX% in 2023 to XX%.
Target 1.2	NAPLAN proficiency levels: To replace NAPLAN learning growth targets (over a period of time targets) - NAPLAN target for student learning growth by 2027 to be confirmed. For reference: (Need to be mindful of small cohort sizes) Decrease the percentage of Year 9 students in the NAPLAN Developing and Needs additional support proficiency levels in the • Numeracy domain from 83% (2023) to 60 % by 2027 • Grammar and Punctuation domain from 46% (2023) to 40% • Reading domain from 69% (2023) to 50%

	By 2027, comparative proficiency growth between Year 7 and Year 9 increased by 40% in all domains.
	By 2027, improve the mean scaled scores for Year 9 Numeracy, Reading, Grammar and Punctuation, and Writing to be within 10% of the state scaled mean score (4-year average, 2024-27).
	By 2027. improve the mean scaled scores for Year 5 and Year 7 Numeracy, Reading, Grammar and Punctuation, and Writing to be within 10% of the state scaled mean score (4-year average, 2024-27).
Target 1.3	By 2027, increase the Collective efficacy factor in the School climate module in the School Staff Survey from 30% to 60%.
Target 1.4	By 2027, increase the percentage of positive responses on the Attitudes to School Survey for: - Stimulating learning factor in the Effective teaching practice for cognitive engagement domain from 47% (2022) to 56%. - Effective classroom behaviour factor in the Effective teaching practice for cognitive engagement domain from 49% (2022) to 60%. - Differentiated learning from factor in the Effective teaching practice for cognitive engagement domain from 63% (2022) to 75%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and embed the school's instructional model across all classes for consistency of teaching, the modelling of effective practice, and feedback in all curriculum areas.
Key Improvement Strategy 1.a	

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, implement and embed processes to build capacity and consistency to deliver a rigorous curriculum against the school's instructional framework.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to implement a culturally responsive and inclusive curriculum that engages all learners and takes into account collective efficacy on high expectations of every student in every lesson every day.
Key Improvement Strategy 1.c 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	
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Develop students who are engaged and connected in learning (and whose voices are heard).
Target 2.1	By 2027, increase the percentage of positive responses on the Attitudes to School Survey for: - Self-regulation and goal-setting factor in the Learner characteristics and disposition domain from 40% (2022) to 65%. - Student voice and agency factor in the Social engagement domain from 41% (2022) to 65%. - Sense of confidence factor in the Learner characteristics and disposition domain from 42% (2022) to 65%. - Attitudes to attendance factor in the Learner characteristics and disposition domain from 58% (2022) to 70%.
Target 2.2	By 2027, increase the percentage of positive responses on the Parent Opinion Survey for: - Student agency and voice factor in the Student development module from 67% (2022) to 75%. - Teacher communication factor in the Parent community engagement module from 58% (2022) to 75%.
Target 2.3	By 2027, increase the percentage of positive responses on the School Staff Survey for: Academic emphasis factor in the School climate module from 26% (2022) to 60%.

	• Teacher collaboration factor in the School climate module from 51% (2022) to 65%. • Use data for curriculum planning in the Teaching and learning-planning module from 62% (2022) to 75%. • Collaborate to plan curriculum in the Teaching and learning-planning module from 54% (2022) to 70%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity to facilitate the codesign of learning tasks with students.
Key Improvement Strategy 2.a 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	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.
Key Improvement Strategy 2.b	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c 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	Develop a whole school approach to involving parents and carers in learning.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Establish a school wide approach to student voice, with a focus on student input to school planning.
Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
Goal 3	Improve student wellbeing.
Target 3.1	By 2027, increase the percentage of positive responses on the Attitudes to School Survey for: • Teacher concern factor in the Teacher-student relations domain from 37% (2022) to 60%. • High expectations for success factor in the Teacher-student relations domain from 69% (2022) to 75%. • Advocate at school factor in the School safety domain from 66% (2022) to 75%.
Target 3.2	By 2027, increase the percentage of positive responses on the Staff Survey for: • Parent and community involvement factor in the School climate module from 43% (2022) to 60%. • Cultural leadership factor in the School leadership module from 40% (2022) to 60%. • Leading change factor in the School leadership module from 44% (2022) to 60 %.
Target 3.3	By 2027, increase the percentage of positive responses on the Parent Opinion Survey for: • School pride and confidence factor in the school ethos and environment module from 67% (2022) to 75%. • Parent community engagement factor group from 56% (2022) to 75%. • School ethos and environment factor group from 63 (2022) to 75%.
Key Improvement Strategy 3.a The strategic direction and deployment of resources to create and reflect shared	Develop a vision for the school that accurately reflects its strengths and promotes the aspirations of the school community.

goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 3.b 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	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	