

School Strategic Plan for  
 Sherbrooke Community School  
 School number - 6252  
 2016 – 2019



**Endorsements**

|   |  |
|---|--|
| <p>Endorsement by School Principal</p>              | <p>Signed.....</p> <p>Name Sue Holmes</p> <p>Date 28 October, 2015</p>   |
| <p>Endorsement by School Council</p>                | <p>Signed.....</p> <p>Name Rose Major</p> <p>Date 28 October, 2015</p> <p>School Council President’s endorsement represents endorsement of School Strategic Plan by School Council</p> |
| <p>Endorsement by the delegate of the Secretary</p> | <p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>   |



## School Profile

|                                   |  |
|-----------------------------------|--|
| <b>Purpose</b>                    | To develop a school community of empathic, passionate and active citizens with a commitment to making an effective contribution to the world.  |
| <b>Values</b>                     | Our school demonstrates mutual respect, trust, co-operation, reliance, diversity and responsibility.   |
| <b>Environmental Context</b>      | <p>Sherbrooke Community School is a P-12 school located in the township of Sassafras in the Dandenong Ranges east of Melbourne. It has a capped enrollment number of 160. The school curriculum is based on the AusVELS standards. The school offers both VCE and VCAL study pathways for students. Our student body has changed over the years. Originally Sherbrooke was seen as an alternative setting catering for students with learning needs and those experiencing difficulties fitting into 'mainstream' education. It was often seen as the type of school which catered for at risk and marginalized young people. Whilst we do have a number of special needs students and students who are on the Program for Students with Disabilities Management System, we have in the past couple of years been attracting students who thrive in a smaller setting rather than a large school. The need now is to improve the perception of the school in both the school community and the wider school community through raising expectation and improving the standard of teaching and learning.</p> |
| <b>Service Standards</b> Optional |  |

## Strategic Direction Summary

| Area                | Goal  | Key Improvement Strategy  |
|---------------------|---|---|
| <b>Achievement</b>  | Improve the learning growth of every student in literacy and numeracy.      | Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning   |
|                     |   | Create a whole school culture of agreed high quality teaching and learning where planning reflects the whole school scope and sequence documents for Literacy and Numeracy. |
| <b>Engagement</b>   | Increase the active engagement of each student in their learning            | Develop an agreed instructional model that is consistently implemented by all staff   |
| <b>Well-Being</b>   | Improve student connectedness to the school                                 | Develop student participation and responsibilities within the school  |
| <b>Productivity</b> | Improve the P&D culture within the school community                         | Create a culture of high expectations, shared accountability and responsibility.  |
|                     | Increase the capacity of the school to function as a strategic organisation | Whole school development of vision and values   |
|                     |   | Build the leadership capacity within the school   |
|                     |   | Establish processes and structures to support the school's directions   |

## Strategic Direction

| <b>Achievement 1 – What: Curriculum, data, assessment, planning documents</b> |   | <b>Key improvement strategy</b>  |
|---|---|--|
| <b>Goal</b>   | Improve the learning growth of every student in literacy and numeracy.  | Build teacher capability to utilize data and a range of assessment strategies to teach to a student’s point of learning  |
| <b>Targets</b>  | An understanding of how data informs instructional practice and drives improvement in outcomes<br>Teachers are accountable for student learning and student learning growth that is at state level or above |  |
| <b>Planner</b>  | <b>Actions</b>  | <b>Success criteria</b>  |
| <b>Year 1</b>   | <ul style="list-style-type: none"> <li>• Create a consistently implemented Assessment schedule</li> </ul>   | <ul style="list-style-type: none"> <li>• Revise Assessment schedule and develop agreed school wide framework</li> <li>• Professional Learning program offered on assessment strategies and assessment schedule</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>• Build teacher capacity to use data to inform teaching</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher capacity built to use Data Management Systems</li> <li>• 3 year Professional Learning program developed</li> <li>• Evidence of various forms of assessment in teacher performance plans, as part of curriculum documentation</li> </ul> |
| <b>Year 2</b>   | <ul style="list-style-type: none"> <li>• Create a consistently implemented Assessment schedule</li> </ul>   | <ul style="list-style-type: none"> <li>• Implement and upload to Compass</li> <li>• PLT leaders to monitor staff accountability</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• Build teacher capacity to use data to inform teaching</li> </ul>   | <ul style="list-style-type: none"> <li>• Year 1 of 3 year PL (professional learning) implemented</li> <li>• Review planning for year 2</li> <li>• Evidence of various forms of assessment in teacher performance plans, as part of curriculum documentation</li> </ul>                   |
| <b>Year 3</b>   | <ul style="list-style-type: none"> <li>• Create a consistently implemented Assessment schedule</li> </ul>   | Reflect, evaluate and modify   |
|   | <ul style="list-style-type: none"> <li>• Build teacher capacity to use data to inform teaching</li> </ul>   | <ul style="list-style-type: none"> <li>• Year 2 of 3 year PL implemented</li> </ul>  |

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|---------------|---|--|
|               |   | <ul style="list-style-type: none"> <li>• Teachers present learning growth data</li> <li>• Evidence of various forms of assessment in teacher performance plans, as part of curriculum documentation</li> </ul> |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>• Review Year 3 and reflect, evaluate and modify if necessary</li> </ul> | Year 3 of 3year plan implemented<br>Review, evaluate and modify  |

| <b>Achievement 2 – What: Curriculum, data, assessment, planning documents</b> |   | <b>Key improvement strategy</b>   |
|---|---|---|
| <b>Goal</b>   | Improve the learning growth of every student in literacy and numeracy.  | Create a whole school culture of agreed high quality teaching and learning where planning reflects the whole school scope and sequence documents for Literacy and Numeracy.   |
| <b>Targets</b>  | Consistent approaches to teaching and learning.<br>Evidence from PLT meetings and staff PDP reflect this  |   |
| <b>Planner</b>  | <b>Actions</b>  | <b>Success criteria</b>   |
| <b>Year 1</b>   | <ul style="list-style-type: none"> <li>Develop a documented viable and guaranteed curriculum, including scope and sequence in writing for Vic curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Documented viable and guaranteed curriculum in writing</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Development and documentation of agreed writing strategies</li> </ul>  | <ul style="list-style-type: none"> <li>All classes have completed testing, at the appropriate times of the year. Data is readily accessible</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Documentation that articulates what high expectations are and what is commonly understood by these expectations</li> </ul>   | <ul style="list-style-type: none"> <li>Documentation of strategies</li> </ul>   |
| <b>Year 2</b>   | <ul style="list-style-type: none"> <li>Develop a documented viable and guaranteed curriculum, including scope and sequence in reading</li> </ul>                    | <ul style="list-style-type: none"> <li>Documented viable and guaranteed curriculum in reading</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Development and documentation of agreed reading strategies</li> </ul>  | <ul style="list-style-type: none"> <li>All classes have completed testing, at the appropriate testing, at the appropriate times of the year. Data is readily accessible.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Documentation that articulates what high expectations are and what is commonly understood by these expectations</li> </ul>   | <ul style="list-style-type: none"> <li>Documentation of strategies</li> </ul>   |
| <b>Year 3</b>   | <ul style="list-style-type: none"> <li>Develop a documented viable and guaranteed curriculum, including scope and sequence in numeracy</li> </ul>                   | <ul style="list-style-type: none"> <li>Implementation of high expectations document by staff</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Development and documentation of agreed Numeracy strategies</li> </ul>   | <ul style="list-style-type: none"> <li>Documented viable and guaranteed curriculum in numeracy</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Documentation that articulates what high expectations are and what is commonly understood by these expectations</li> </ul>   | <ul style="list-style-type: none"> <li>All classes have completed testing, at the appropriate testing, at the appropriate times of the year. Data is readily accessible.</li> <li>Documentation of strategies</li> <li>Continued implementation of high expectation document</li> </ul> |
| <b>Year 4</b>   | <ul style="list-style-type: none"> <li>Review, evaluate, modify</li> </ul>  | <ul style="list-style-type: none"> <li>Review, evaluate, modify</li> </ul>  |
|   | <ul style="list-style-type: none"> <li></li> </ul>  |   |
|   | <ul style="list-style-type: none"> <li></li> </ul>  |   |



| <b>Engagement 1 – How: delivery, instructional models, peer observation, transitions</b> |   | <b>Key improvement strategy</b>  |
|--|---|--|
| <b>Goal</b>  | Increase the active engagement of each student in their learning  | Develop an agreed instructional model that is consistently implemented by all staff  |
| <b>Targets</b>   | School Improvement Model articulated<br>School instructional model articulated                              |  |
| <b>Planner</b>   | <b>Actions</b>  | <b>Success criteria</b>  |
| <b>Year 1</b>  | <ul style="list-style-type: none"> <li>• Implement an agreed School Improvement Model</li> </ul>            | <ul style="list-style-type: none"> <li>• An Improvement Model and Instructional Model has been agreed to</li> </ul>                        |
|  | <ul style="list-style-type: none"> <li>• Development of peer observation schedule and practices</li> </ul>  | <ul style="list-style-type: none"> <li>• From SOS on school Climate Module, 'Collective Efficacy' is at or above the state mean</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Development of an agreed instructional model</li> </ul>            | <ul style="list-style-type: none"> <li>• Evident in minutes of meetings showing consistent approach</li> </ul>                             |
| <b>Year 2</b>  | <ul style="list-style-type: none"> <li>• Implement an agreed Improvement Model</li> </ul>                   | <ul style="list-style-type: none"> <li>• Planning documents reflect Improvement Model</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Implementation of an agreed instructional model</li> </ul>         | <ul style="list-style-type: none"> <li>• Peer observation focus on IM implementation</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Coaching and peer observation practices are in place</li> </ul>    | <ul style="list-style-type: none"> <li>• Evident in minutes of meetings</li> <li>•</li> </ul>  |
| <b>Year 3</b>  | <ul style="list-style-type: none"> <li>• Implement an agreed improvement and instructional Model</li> </ul> | Reflect, evaluate, modify  |
|  | <ul style="list-style-type: none"> <li>• Continue peer and coaching practices</li> </ul>                    |  |
| <b>Year 4</b>  | <ul style="list-style-type: none"> <li>• Implement an agreed Improvement and instructional Model</li> </ul> | Reflect, evaluate, modify  |
|  | <ul style="list-style-type: none"> <li>• Review, evaluate and modify peer observation schedule</li> </ul>   |  |

| <b>Engagement 2</b> – How: delivery, instructional models, peer observation, transitions |                | <b>Key improvement strategy</b> |
|--|----------------|---------------------------------|
| <b>Goal</b>  |                |                                 |
| <b>Targets</b>   |                |                                 |
| <b>Planner</b>   | <b>Actions</b> | <b>Success criteria</b>         |
| <b>Year 1</b>  | •              | •                               |
|  | •              | •                               |
|  | •              | •                               |
|  | •              | •                               |
|  | •              | •                               |
|  | •              | •                               |
| <b>Year 2</b>  | •              | •                               |
|  | •              | •                               |
|  | •              | •                               |
|  | •              | •                               |
| <b>Year 3</b>  | •              |                                 |
|  | •              |                                 |
|  | •              |                                 |
| <b>Year 4</b>  | •              |                                 |
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| <b>Well-Being 1 – safe orderly environment, student management, student well being</b> |   | <b>Key improvement strategy</b>   |
|--|---|---|
| <b>Goal</b>  | Improve student connectedness to the school   | Develop student participation and responsibilities within the school  |
| <b>Targets</b>   | Reduce lateness<br>Improved attendance levels to at least state mean<br>Improved attendance and participation in school activities<br>Student Attitudes to School Survey to be at or above the state mean |   |
| <b>Planner</b>   | <b>Actions</b>  | <b>Success criteria</b>   |
| <b>Year 1</b>  | <ul style="list-style-type: none"> <li>Wellbeing activities on a regular basis to improve relationships and student connectedness to school, peers and staff</li> </ul>                                   | <ul style="list-style-type: none"> <li>Improved results in ATTS survey- teacher empathy and student motivation</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Seek more involvement with outside agencies who can offer support</li> </ul>   | <ul style="list-style-type: none"> <li>Families able to access more help and reduce stress</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Student voice is part of the learning process</li> </ul>   | <ul style="list-style-type: none"> <li>Students have the opportunity to have input into their learning and to give teachers feedback</li> <li>Evident in classroom practice eg student surveys, pre assessments, in staff performance plans, exit slips, class evaluations</li> </ul> |
| <b>Year 2</b>  | <ul style="list-style-type: none"> <li>PWO working with families to improve wellbeing as a whole</li> </ul>   | <ul style="list-style-type: none"> <li>Improved attendance and reduced lateness</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>Actively provide whole family support with outside agencies</li> </ul>   | <ul style="list-style-type: none"> <li>Improvement in stability of families suffering emotional stress</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Student voice is part of the learning process</li> </ul>   | <ul style="list-style-type: none"> <li>Students have the opportunity to have input into their learning and to give teachers feedback</li> <li>Evident in classroom practice eg student surveys, pre assessments, in staff performance plans, exit slips, class evaluations</li> </ul> |
|  | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>  |

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|---------------|---|---|
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>• PWO working with families</li> </ul>   | <ul style="list-style-type: none"> <li>• Review and continue from Year 2</li> </ul>   |
|               | <ul style="list-style-type: none"> <li>• Continue to maintain contacts with outside agencies</li> </ul>   | <ul style="list-style-type: none"> <li>• Review and continue from year 3</li> </ul>   |
|               | <ul style="list-style-type: none"> <li>• Student voice is part of the learning process</li> </ul>   | <ul style="list-style-type: none"> <li>• Students have the opportunity to have input into their learning and to give teachers feedback</li> <li>• Evident in classroom practice eg student surveys, pre assessments, in staff performance plans, exit slips, class evaluations</li> </ul> |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>• Review of whole plan to identify areas of concern that need to be addressed to meet targets</li> </ul>                     | Review and continue from Year 3   |
|               | <ul style="list-style-type: none"> <li>• Review of PWO program and examine data to plan for next 4 years</li> <li>•</li> </ul>                                      |   |
|               | <ul style="list-style-type: none"> <li>• Documentation that articulates what high expectations are and what is commonly understood by these expectations</li> </ul> |   |

| <b>Well-Being 2 – safe orderly environment, student management, student well being</b> |                | <b>Key improvement strategy</b> |
|--|----------------|---------------------------------|
| <b>Goal</b>  |                |                                 |
| <b>Targets</b>   |                |                                 |
| <b>Planner</b>   | <b>Actions</b> | <b>Success criteria</b>         |
| <b>Year 1</b>  | •              | •                               |
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|  | •              | •                               |
| <b>Year 2</b>  | •              | •                               |
|  | •              | •                               |
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|  | •              | •                               |
| <b>Year 3</b>  | •              |                                 |
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| <b>Year 4</b>  | •              |                                 |
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| <b>Productivity 1 – Resources: leadership, structures, accountability, processes, profile</b> |   | <b>Key improvement strategy</b>   |
|---|---|---|
| <b>Goal</b>   | Increase the capacity of the school to function as a strategic organisation   | Build the leadership capacity within the school<br>Whole school development of vision and values  |
| <b>Targets</b>  | Create processes and procedures that support role clarity, accountability and feedback between all sectors of the school community                            | Establish processes and structure to support the school's directions  |
| <b>Planner</b>  | <b>Actions</b>  | <b>Success criteria</b>   |
| <b>Year 1</b>   | <ul style="list-style-type: none"> <li>• Build capacity of Principal and leadership team</li> </ul>   | <ul style="list-style-type: none"> <li>• Coach appointed for the Principal and leadership team</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• Build capacity of the middle level leaders.</li> </ul>   | <ul style="list-style-type: none"> <li>• Leadership program developed</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>• Roles and Responsibilities developed for SIT team and middle level leaders</li> </ul>                                | <ul style="list-style-type: none"> <li>• Role descriptions for each of these is documented and distributed</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• Whole school development of vision and values</li> </ul>   | <ul style="list-style-type: none"> <li>• School vision and values implemented and visible</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>• Development of 3 year plan to review all processes and procedures</li> </ul>   | <ul style="list-style-type: none"> <li>• Plan developed</li> </ul>  |
| <b>Year 2</b>   | <ul style="list-style-type: none"> <li>• Leadership structure reviewed</li> </ul>   | <ul style="list-style-type: none"> <li>• Leadership Program implemented and feedback evaluated</li> <li>• Program for 2017 developed</li> </ul>                   |
|   | <ul style="list-style-type: none"> <li>• Build capacity of the middle level leaders</li> <li>• Roles and Responsibilities developed for all staff.</li> </ul> | <ul style="list-style-type: none"> <li>• From SOS on leadership Module 'Leading Change, Cultural Leadership and Visibility' are at or above state mean</li> </ul> |
|   | <ul style="list-style-type: none"> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• Roles and responsibilities developed and documented</li> </ul>   |
| <b>Year 3</b>   | <ul style="list-style-type: none"> <li>• Leadership structure reviewed</li> </ul>   | <ul style="list-style-type: none"> <li>• Review, evaluate, modify</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>   |
| <b>Year 4</b>   | <ul style="list-style-type: none"> <li>• Create a 3 year plan highlighting the review of all school processes and procedures</li> </ul>                       | <ul style="list-style-type: none"> <li>• Review, evaluate, modify</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>•</li> </ul>   |   |
|   | <ul style="list-style-type: none"> <li>•</li> </ul>   |   |

| <b>Productivity 2 – Resources: leadership, structures, accountability, processes, profile</b> |  | <b>Key improvement strategy</b>  |
|---|--|--|
| <b>Goal</b>   | Improve the P&D culture within the school community  | Create a culture of high expectations, shared accountability and responsibility  |
| <b>Targets</b>  | All staff articulate high expectations for all students<br>Explicit visible expectations of staff, students and families                     |  |
| <b>Planner</b>  | <b>Actions</b>   | <b>Success criteria</b>  |
| <b>Year 1</b>   | <ul style="list-style-type: none"> <li>• Create a documented list of 8 non-negotiables</li> </ul>  | <ul style="list-style-type: none"> <li>• 8 non-negotiables agreed and implemented</li> <li>• From SOS on leadership model leading change, cultural leadership and visibility are at or above state mean</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• Revise and distribute codes of expectations of all key stakeholders</li> </ul>                      | <ul style="list-style-type: none"> <li>• Revised expectations visible to all key stakeholders</li> <li>• Improvement in the Staff Opinion Survey in collective efficacy and collective responsibility</li> <li>• Improvement in student behaviour data on the Parent Opinion Survey</li> <li>• Improvement in data on student behaviour and distress in the ATTS</li> <li>• School Improvement Plan report delivered at each School Council Meeting</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• All staff to use the AIP, SSP and 8 non-negotiables to develop SMART goals for their PDP</li> </ul> | <ul style="list-style-type: none"> <li>• All staff PDPs have SMART goals linked to the SSP, AIP and 8 non-negotiables</li> </ul>   |
| <b>Year 2</b>   | <ul style="list-style-type: none"> <li>• Review 'non-negotiables' document and facilitate opportunity for staff contribution</li> </ul>      | <ul style="list-style-type: none"> <li>• Evidence of 8 non-negotiables in staff PDPs</li> <li>• Implementation of 8 non-negotiables</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• Review codes of expectations of all stakeholders</li> </ul>   | <ul style="list-style-type: none"> <li>• Role statements created for parents, students, staff and school council</li> <li>• Staff, student and expectations of families are visible and documented around the school</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>• All staff to use the AIP, SSP and 8 non-negotiables to develop SMART goals for their PDP</li> </ul> | <ul style="list-style-type: none"> <li>• All staff PDPs have SMART goals linked to the SSP, AIP and 8 non-negotiables</li> </ul>   |
| <b>Year 3</b>   | <ul style="list-style-type: none"> <li>• Non-negotiables evident in every classroom</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of 8 non negotiables in staff PDPs</li> </ul>  |

|               |   |   |
|---------------|---|---|
|               | <ul style="list-style-type: none"> <li>Review, evaluate, modify role clarity for the community</li> </ul> | <ul style="list-style-type: none"> <li>Communication Strategy to inform the community</li> <li>Improved links with Primary schools, businesses, local government</li> </ul> |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>Review, evaluate, modify</li> <li></li> </ul>                      | Review, evaluate, modify  |