

# School Strategic Plan 2021-2025

Sunbury And Macedon Ranges Specialist School (5218)



Submitted for review by Brendan Nolan (School Principal) on 11 November, 2021 at 12:58 PM

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# School Strategic Plan - 2021-2025

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<b>School vision</b>	“Empowering students towards independence through a command of social competency, communication and mobility”
<b>School values</b>	<p>Vision Statement</p> <p>“Empowering students towards independence through a command of social competency, communication and mobility”</p> <p>Values</p> <p>Consistency Credibility and Continuity</p> <p>We value consistency through:</p> <ul style="list-style-type: none"><li>Shared understanding of practice</li><li>Curriculum delivery aligned to the Victorian Curriculum</li><li>Whole of School organization</li><li>Policies, procedures and protocols</li></ul> <p>We value credibility through:</p> <ul style="list-style-type: none"><li>The commitment to the DeT Framework for Improving Student Outcomes</li><li>Respectful relationships through the school community</li><li>Recognition as a “Centre of Expertise” –contributing to building capacity of educators in the system</li><li>Community partnerships that enrich the lives of students</li></ul> <p>We value continuity through</p> <ul style="list-style-type: none"><li>Delivery of curriculum through a continuum</li><li>A whole school approach to School Wide Positive Behaviour Support</li></ul>

	<p>Transition and pathway planning from pre-school through to post school A stable and committed workforce</p>
<b>Context challenges</b>	<p>The Disability Inclusion agenda is being rolled out across this next strategic planning and SMRSS will be implementing the new funding model roll out in 2025. Consistent with the agreed rollout timelines will come the provision of funding for a new role that will see the school be able to appoint a Learning Specialist who will fulfill the role of an inclusion coach. This is consistent with the practices of the school across many years. It is an unfortunate challenge that as a result of the DeT decision to align the two priority areas that the school would not attract funding for a role that they have always undertaken amongst the community</p> <p>Disability Inclusion reform agenda - impact on funding and impact on work as a Centre of Expertise Staffing challenges - hard to staff school and seeking some unique roles ie food technology teacher , Teacher financial incentive program Student disengagement as a result of the impact of Covid and remote challenges Inability to provide for all students seeking enrolment due to facility challenges.</p>
<b>Intent, rationale and focus</b>	<p>Recommended key directions - Literacy and Numeracy Assessment strategies Student voice and agency Wellbeing Parent engagement</p> <p>Over the next 4 years of this strategic plan we aspire to strengthen our students connectedness to school and develop student's agency in identifying and achieving their career goals through a combination of exposure to the world of work and by maximising the learning growth for each individual child. We will do this by an increased focus on literacy and numeracy that will be measured by students achievement of their individual education program (IEP) . As an outcome of the Tutoring initiative in 2021 the school has an improved approach to the delivery of a literacy program that involves the rigorous measuring of reading growth. Levering off this model is the opportunity to introduce new and varied approaches to assessment and monitoring to teachers that will be relevant over the life of the strategic plan. Student learning growth, particularly in the areas of literacy and numeracy will see the staff recognise this that will be captured in staff opinion data through the SOS in the areas of collective efficacy , academic emphasis and monitoring effectiveness using data. The students will positively endorse the efforts of the school in maximising learning learning growth for all students that</p>

	<p>will be reflected through the attitudes to school survey factors of stimulation and self -regulation of goal setting. We hope to increase the number so students accessing work experience in 2021 from</p>
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<b>Goal 1</b>	To maximise learning growth for all students
<b>Target 1.1</b>	Teacher Judgements: To improve the percentage of student achievement in their Individualised Education Program (IEP) reading growth in the breadth area using the school's data management software from 13% in 2020 to 15% in 2024
<b>Target 1.2</b>	To improve the positive endorsement from the School Staff Survey (SSS) in the following factors: <ul style="list-style-type: none"> <li>• Collective Efficacy from 74% (2020) to 78% (2024)</li> <li>• Academic Emphasis from 66% (2020) to 68% (2024)</li> <li>• Monitor effectiveness using data from 71% (2020) to 75% (2024)</li> </ul>
<b>Target 1.3</b>	To improve the positive endorsement from the Accessible Attitudes to School Survey (AToSS) in the following factors: <ul style="list-style-type: none"> <li>• Stimulated learning from 70% (2019) to 72% (2024)</li> <li>• Self-regulation of goal setting from 88% (2019) to 90% (2024)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	To develop a school wide approach to data collection and analysis to evaluate student learning growth over time.
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Teachers evaluate and modify their teaching practice through observation, moderation, feedback and coaching.

<b>Goal 2</b>	To improve the quality of student pathways.
<b>Target 2.1</b>	To increase the number of students accessing appropriate work experience placement from 6 in 2020 to 20 in 2024
<b>Target 2.2</b>	To increase the percentage of teachers who rate their knowledge at embedding of the careers education framework from 2.5% in 2021 to 60% in 2024
<b>Target 2.3</b>	To increase the positive endorsement of the following factors in the Parent Opinion Survey (POS): <ul style="list-style-type: none"> <li>• I feel confident that this school prepares students for the next phase their life/schooling from 74% (2020) to 78% (2024) (Question from: Positive Transitions)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Networks with schools, services and agencies	Leaders, teachers and partnership members actively seek to grow and diversify their partnerships/networks for the benefit of the school community.
<b>Key Improvement Strategy 2.b</b> Networks with schools, services and agencies	Leaders collaborate with partners and networks to strengthen and align expectations and close gaps in achievement for specific student groups.
<b>Goal 3</b>	To strengthen student agency, engagement and connectedness to school.
<b>Target 3.1</b>	Improve the positive endorsement in the Accessible AToSS for the following factors: <ul style="list-style-type: none"> <li>• Student voice and agency from 71% (2019) to 75% (2024)</li> <li>• Stimulated Learning from 70% (2019) to 75% (2024)</li> <li>• School of connectedness from 80% (2019) to 82% (2024)</li> </ul>

<b>Target 3.2</b>	<p>Improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 76% (2020) to 80% (2024)</li> <li>• Stimulated learning from 70% (2019) to 75% (2024)</li> <li>• School connectedness from 80% (2019) to 82% (2024)</li> </ul>
<b>Target 3.3</b>	<p>Improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 75% (2019) to 77% (2024)</li> </ul>
<b>Target 3.4</b>	To increase the percentage of students who have between 0 and 9.5 days from 33% (2019) to 40% (2024)
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build teacher understanding and strengthen opportunities for student voice and agency in learning.
<b>Key Improvement Strategy 3.b</b> Building communities	Develop opportunities across the school for students to co-design their learning in partnership with teachers and parents/carers.