

School Strategic Plan 2019-2023

Croydon Community School (7757)



Submitted for review by Bernadette Bowling (School Principal) on 09 March, 2020 at 11:07 AM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 31 March, 2020 at 01:07 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

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<p>School vision</p>	<p>The school's vision is to graduate confident, compassionate, reliable and resilient young people who possess a positive personal philosophy and a focus on continuing growth. Our mission is to engage each student in learning that nurtures individual interest, encourages active participation in the learning process and develops each students' ability to apply knowledge and skills to real life experiences and challenges.</p>
<p>School values</p>	<p>Croydon Community School & OPTIONS values equity and strong personal qualities equally with the pursuit of academic success. For us, HEART means not only for learners to pursue what they love in their learning, but also some non-negotiable behaviours about how we come together in our school. As individuals and a learning community we strive to be Honest, Excellent, Accountable, Respectful and Thankful.</p>
<p>Context challenges</p>	<p>The 2019 PRSE & Review identified that the school did not have an effective process for delivering the Victorian curriculum 7 - 10. The school had adopted the Big Picture Learning design and this was used to describe how students were taught but not what they were taught. Teachers "mapped backwards" to the Victorian Curriculum but this was not well documented or tracked.</p> <p>The school review also identified that student learning growth was not measured or tracked in any consistent or usable way. Similarly, though there was some evidence of differentiation through use of the BPE individual learning plans, individual student learning was not tracked. The review questioned whether the assessment tools currently in use were appropriate for the context and learning needs of the students.</p> <p>The review also found that, while advisory teams worked together, these small teams tended to work in isolation which prevented any shared or consistent understanding of the school's processes and practices across the school.</p> <p>Poor student attendance was a significant barrier to student achievement across the year levels throughout the 2016 - 2019 SSP.</p>
<p>Intent, rationale and focus</p>	<p>The 2019 PRSE & Review identified that student outcomes would be greater if the school developed a guaranteed and viable curriculum based upon the Victorian Curriculum and VCAL whilst continuing to strengthen the practice of the personalised learning through the Big Picture Learning design. The school will begin this work by introducing a curriculum map which is reviewed annually over the four year SSP. It will also develop an agreed unit template for 7 - 9 & VCAL which is reviewed annually over the four year SSP so that the school finds a balance between the prescribed curriculum frameworks and personalised learning. Rather than "mapping back to curriculum frameworks" the school will regard the Big Picture learning design as a tool for engaging young people with the Victorian Curriculum and VCAL. The school will begin to develop a more rigorous understanding of how to implement the</p>

Critical and Creative Capabilities from the first year of the strategic plan to facilitate rigorous learning goals for each young person throughout their school experience.

The school review identified that improvements in assessment and data literacy practices would enable teachers to differentiate for the diverse range of student learning needs more effectively as well as facilitating evidence of student growth. The school will begin this work by developing an assessment schedule and implementing standardised literacy and numeracy tests across the school. The school will use the MYLNS strategy to build capacity in this area over the course of 2019 - 2023 SSP.

The review also found that staff tended to work in isolation and that a more collaborative working culture would build the quality of instructional practice. The school will develop into a more effective professional learning community by engaging with the PLC initiative throughout the SSP period beginning with the training of six staff in 2020.

Poor student attendance continues to be a barrier to student achievement across the year levels. The school will work on the quality of its instructional core to ensure that curriculum is engaging young people and it will also work on developing a consistent approach to student wellbeing including a positive education focus and positive behaviour management.

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Goal 1	To optimise and accelerate the learning growth of every student in literacy and numeracy
Target 1.1	<p>By 2023, Year 7-10 students assessed against the Victorian Curriculum (VC) Levels 1-10 in English and Mathematics will achieve the following:</p> <p>Increase the percentage of students at or above their age appropriate level of learning in:</p> <ul style="list-style-type: none">• English from 38 per cent (average across 3 domains), to 65 per cent• Mathematics from 15 per cent (average across 3 strands), to 50 per cent
Target 1.2	<p>By 2023, the percentage of Year 9 students assessed as making at or above benchmark learning gain in NAPLAN Reading will increase:</p> <ul style="list-style-type: none">• from 53 per cent (2019) to 75 per cent in Reading• from 60 per cent (2019) to 75 per cent in Numeracy
Target 1.3	<p>By 2023, increase the percentage of Year 9 students assessed above the National Minimum Standard to:</p>

	<ul style="list-style-type: none"> • Reading—from a 2017-19 average of 29 per cent to 40 per cent • Writing—from a 2017-19 average of 8 per cent to 20 per cent • Numeracy—from a 2017-19 average of 42 per cent to 50 per cent
Target 1.4	By 2023, decrease the percentage of students in the VCAL eligible but did not complete category from 35% to zero per cent.
Target 1.5	<p>Increase the percentage of students making one VC Level of learning progress in each school year from 2020 to 2023</p> <ul style="list-style-type: none"> • English from 27 per cent to 75 per cent • Mathematics from 22 per cent to 75 per cent
Key Improvement Strategy 1.a Building practice excellence	Develop a whole school approach to the inquiry learning model
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop a Guaranteed & Viable curriculum
Key Improvement Strategy 1.c Curriculum planning and assessment	Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices
Goal 2	To improve student voice & agency in learning
Target 2.1	

	<p>By 2023 increase the percentage of positive endorsement for the Social Engagement factors of student agency and voice, sense confidence, stimulating learning and self-regulation and goal setting on the Student Attitudes to School Survey by 5 per cent (from 2019 baseline scores)</p> <p>2019 baseline scores:</p> <ul style="list-style-type: none"> • Student voice & agency (62 per cent) • Sense of confidence (53 per cent) • Stimulated Learning (62 per cent) • Self-regulation & goal setting (62 per cent)
<p>Target 2.2</p>	<p>By 2023 increase the percentage of positive endorsement for the parent community engagement factors on the Parent Opinion Survey to be 90 per cent or higher (90% in 2019)</p>
<p>Target 2.3</p>	<p>The school will achieve "excelling" status in all dimensions of FISO priority area "Positive climate for learning".</p> <p>By 2023 increase the percentage of positive endorsement for all School Climate factors (Staff survey) from 59 % in 2019 including specifically:</p> <p>Collective efficacy from 51% (2019) to 60% (2023)</p> <p>Academic emphasis from 55% (2019) to 60% (2023)</p> <p>Guaranteed & viable curriculum 52% (2019) to 60% (2023)</p>

Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Embed a consistent understanding of critical and creative systems of thinking
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build capacity of staff and students to have a consistent understanding of student engagement, agency and voice in learning
Goal 3	To improve student resilience and wellbeing
Target 3.1	<p>By 2023 maintain or increase the percentage of positive endorsement for the Wellbeing factors of on the Student Attitudes to School Survey by 5 percentage points (from 2019 baseline scores):</p> <ul style="list-style-type: none"> • Managing Bullying, from 61 per cent to 66 per cent • Respect for Diversity, from 60 per cent to 65 per cent • Advocate at School, from 60 per cent to 65 per cent • Resilience, from 53 per cent to 58 per cent • Sense of connectedness, from 63 per cent to 68 per cent • Attitude to attendance, from 58 per cent to 63 per cent
Target 3.2	By 2023 maintain the percentage of positive endorsement for the student development factor of confidence and resiliency skills, on the Parent Opinion Survey to be 95 per cent or higher
Target 3.3	By 2023, decrease the percentage of unapproved absence rates from 10 per cent (2018 Year 7-12 average) to 7 per cent Years 7-12

Target 3.4	<p>By 2023, decrease the percentage of days absent per student from</p> <ul style="list-style-type: none"> • Year 7 24.52 (2019) 18.39 (2023) • Year 8 42.13 (2019) 29.5 (2023) • Year 9 43.49 (2019) 30.45 (2023) • Year 10 44.66 (2019) 31.27 (2023) • Year 11 31.7 (2019) 23.78 (2023) • Year 12 45.23 (2019) 31.66 (2023)
<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Embed a school wide approach to improving students' resilience</p>
<p>Key Improvement Strategy 3.b Health and wellbeing</p>	<p>Deepen and embed a a school wide approach to student health, wellbeing and inclusion</p>