



School Strategic Plan for Somerville Secondary College Southern Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Christopher Lloyd</p> <p>Date: 14th August 2012</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Deb Hollands</p> <p>Date: 14th August 2012</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name: Peter Greenwell</p> <p>Date: 14th August 2012</p>

School Profile

Purpose	<p>Vision: At Somerville Secondary College our vision is to develop every member of our college to be a successful and responsible community member and an independent learner who will make a positive contribution to society.</p> <p>Mission:</p> <ul style="list-style-type: none"> • At Somerville Secondary College we aim to achieve our vision by: • Providing an inclusive, encouraging, caring, safe and secure learning environment • Developing responsible behaviours through clear expectations and high levels of consistency and accountability • Providing an engaging and appropriately challenging learning environment with high expectations for learners within a culture of continuous improvement • Providing high quality co-curricular, sport, personal development and leadership programs • Actively promoting the development of positive and supportive relationships within the learning community
Values	<p>At Somerville Secondary College our vision and mission is underpinned by:</p> <ul style="list-style-type: none"> • Collaboration – working together to achieve the school’s vision • High Expectations – pursuit of excellence, constantly seeking to improve • Integrity- act in accordance with principles of moral and ethical conduct, ensure consistency between words and actions • Respect – treating others with consideration and regard • Responsibility – accepting personal accountability for behaviours, actions and consequences including the constructive resolution of differences <p>Our School Values are: Integrity, Respect & Responsibility</p>
Environmental Context	<p>Social – Community and Demographics</p> <ul style="list-style-type: none"> • Single campus 7 to 12 secondary college • Formerly a 7 – 10 secondary college • Recently added Years 11 & 12 - 2012 • Majority mono-cultural student profile • Less than one third of student families receive EMA/YA • Highly committed and enthusiastic teaching and support staff • Strong partnerships with community organizations and businesses <p>Educational</p> <ul style="list-style-type: none"> • Provision of a comprehensive education program from Years 7 to 12 • Provision of VCE and VCAL to Year 12 • ‘Schools Access Monash’ school with strong links to tertiary providers • Microsoft Innovative School • Microsoft Pathfinder School • Focus on Personalization of Learning for all students

Technological

- Strong commitment to using ICT to improve student learning outcomes
- eLearning embedded in all teacher practices
- 1:1 Netbook Program across students in Years 7 to 12
- High level eLearning / ICT infrastructure in every teaching space

Environmental

- Clearly communicated consistent student management policy and processes – ‘Working Together’
- Community Wetlands Project including educational precinct (Significant VCAL Partnership Project)
- FIFA certified artificial turf soccer pitch and running track
- Well established gardens and environmental precincts

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve learning outcomes for all students as they progress through the school with a special focus on Literacy and Numeracy in Years 7-9.	<p>Years 7 and 9 NAPLAN :</p> <ul style="list-style-type: none"> • Maintain matched cohort growth for Years 7 to 9 to at or above mean state growth. • By the end of the review period to reduce the proportion of students below the NMS at Year 9 to 20% or less for Reading; 25% for Writing and 15% for Numeracy. • By the end of the review period to increase the proportion of students in the top 2 bands at Year 9 to 40% or above in Reading; Writing and Numeracy. <p>VCE / VCAL / VET</p> <ul style="list-style-type: none"> • By the end of the review period to maintain an all study score of 30 • By the end of the review period to maintain a VCE satisfactory completion rate of not less than 96% • By the end of the review period to maintain a VCAL satisfactory completion rate of not less than 96% 	<ul style="list-style-type: none"> • Professional Learning: Provide an effective professional learning program for staff focused on improving teacher practice. • Curriculum Development: Develop a curriculum delivery model that best meets the diverse needs of students • Enhance Pedagogical Practice through the development of consistent teaching practice based around e5. • Enhance Pedagogical Practice through a focus on Personalization of the Student Learning experience

		<ul style="list-style-type: none"> By the end of the review period to maintain a VET completion rate of at least 85% 	
Student Engagement and Wellbeing	To improve the quality of the school learning culture by increasing student's engagement with their learning and improving their connectedness with teachers, peers and the school.	<p>To achieve the following median ATS Survey results by the end of the next review cycle.</p> <ul style="list-style-type: none"> Teacher Empathy (3.59). School Connectedness (3.56). Peer Connectedness (4.05). <p>To achieve the following PO Survey results by the end of the next review cycle.</p> <ul style="list-style-type: none"> Student motivation (4.2) Classroom behaviour (2.93) <p>Attendance Target</p> <ul style="list-style-type: none"> Average number of student absent days across the review period to be at or below 15 days. 	<p>Develop a range of strategies to improve the learning culture of the school.</p> <ul style="list-style-type: none"> Review, refine and improve the effectiveness of the student management system and provide appropriate professional learning support for staff. Improve the level of student involvement and ownership of their educational program by personalising the curriculum program. <p>Develop strategies to raise the aspirations of students (i.e. SAM, Gateway Scholars,)</p> <p>Continue to provide a range of activities/programs to improve student connectedness with the school</p>
Student Pathways and Transitions	Improve the transition of all students as they enter the school, progress through the key school stages and exit to appropriate post school destinations in further education or employment.	<ul style="list-style-type: none"> Real Retention target 7 – 10 of 72% (median over review period). Real Retention target 7 – 12 median within SFO percentile range. Unknown Exit destination data not 	<ul style="list-style-type: none"> Expansion of student pathways through the provision of a broad VCE and VET program and an engaging VCAL program. Enhanced internal transition processes.

		<p>more than 5% for Years 10-12 over the review period.</p> <ul style="list-style-type: none">• Transitions Score as measured by PO Survey of 5.5.	<ul style="list-style-type: none">• Expand the support for students to ensure all students achieve successful destinations.• Develop a College promotion and marketing and recruitment strategy to include both the school community as well as the broader community including feeder Primary Schools.
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School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <ul style="list-style-type: none"> Professional Learning: Provide an effective professional learning program for staff focused on improving teacher practice. Curriculum Development: Develop a curriculum delivery model that best meets the diverse needs of students Enhance Pedagogical Practice through the development of consistent teaching practice based around e5. Enhance Pedagogical Practice through a focus on Personalization of the Student Learning experience 	Year 1	<ul style="list-style-type: none"> Develop and implement Curriculum Differentiation and Personalization professional learning program for teaching staff. Kick off with PD Day first day Term 2. Reintroduce “staff showcase” in staff meetings to highlight aspects of good teaching practice in line with school focus. “Teacher Showcase” activity to become regular aspect of KLA meetings. 	<ul style="list-style-type: none"> Teachers able to show some evidence of curriculum differentiation in their teaching practice – this to be demonstrated as part of the Performance & Development planning and staff meeting “Teacher Showcase”. Teachers able to demonstrate an understanding of the process of curriculum differentiation in their teaching through showcase and P&D processes.
	Year 2	<ul style="list-style-type: none"> Continue implementation of Curriculum Differentiation and Personalization professional learning program for teaching staff. Kick off with PD Day second day Term1. Review effectiveness of professional learning program and impact of personalization and curriculum differentiation activities on student learning. Continue “staff showcase” in staff meetings to highlight aspects of good teaching practice in line with school focus. 	<ul style="list-style-type: none"> Teachers able to show improved evidence of curriculum differentiation in their teaching practice – this to be demonstrated as part of the Performance & Development planning and staff meeting “Teacher Showcase”. Teachers able to demonstrate an understanding of the process of curriculum differentiation in their teaching through showcase and P&D processes.
	Year 3	<ul style="list-style-type: none"> Refine and continue implementation of Curriculum Differentiation and Personalization professional learning program for teaching staff. Kick off with PD Day second day Term1. Review effectiveness of professional learning program and impact of personalization and curriculum differentiation activities on student learning. Continue “staff showcase” in staff meetings to highlight aspects of good teaching practice in line with school focus. 	<ul style="list-style-type: none"> Teachers able to show sound evidence of curriculum differentiation in their teaching practice – this to be demonstrated as part of the Performance & Development planning and staff meeting “Teacher Showcase”. Teachers able to demonstrate an understanding of the process of curriculum differentiation in their teaching through showcase and P&D processes.
	Year 4	<ul style="list-style-type: none"> Refine and continue implementation of Curriculum Differentiation and Personalization professional learning program for teaching staff. Kick off with PD Day second day Term1. Review effectiveness of professional learning program and impact of personalization and curriculum differentiation activities on student learning. Continue “staff showcase” in staff meetings to highlight aspects of good teaching practice in line 	<ul style="list-style-type: none"> Teachers able to show excellent evidence of curriculum differentiation in their teaching practice – this to be demonstrated as part of the Performance & Development planning and staff meeting “Teacher Showcase”. Teachers able to demonstrate an understanding of the process of curriculum differentiation in their teaching through showcase and P&D processes.

		with school focus.	
<p>Student Engagement & Wellbeing</p> <ul style="list-style-type: none"> Review, refine and improve the effectiveness of the student management system and provide appropriate professional learning support for staff. Improve the level of student involvement and ownership of their educational program by personalising the curriculum program. Develop strategies to raise the aspirations of students (i.e. SAM, SAM Scholars,) Continue to provide a range of activities/programs to improve student connectedness with the school Enhance the leadership capacity of students within the college through improved student leadership opportunities 	Year 1	<ul style="list-style-type: none"> Student Management Team to review “Working Together Classroom Agreement” model and introduce appropriate changes and enhancements. Continue and strengthen association with Monash (SAM) and seek connections with other tertiary education providers (Holmsglen). Introduce “Past Students” program. Plan for establishment of TEC/TTC opening 2014. Establishment of “House” system to extend opportunities for student engagement and leadership. Provide effective student support wellbeing team (Youth Worker, Secondary School Nurse and Chaplain). Reintroduce “Hands On Learning” program Strengthen connection with Somerville Tyabb “Men’s Shed” group. Continue ongoing access to “off campus” providers and programs for “students at risk”. Establish “Student Recognition and Reward” program. 	<ul style="list-style-type: none"> Teachers able to show evidence of appropriate usage of the “Working Together Classroom Agreement” – this to be demonstrated as part of Performance & Development planning and classroom management practices. Evidence of impact of “Hands on Learning” and “Men’s Shed” program in both physical surrounds and student behaviour in classroom circumstances. Evidence of increased number of students pursuing appropriate vocational and tertiary pathways. Improved student connectedness and motivation as demonstrated via the SATSS. House system and “Recognition and Rewards” program established and impacting on cultural climate of school.
	Year 2	<ul style="list-style-type: none"> Continue and strengthen association with Monash (SAM) and seek connections with other tertiary education providers (Holmesglen). Review and refine “Past Students” program. Opening of TEC/TTC. Review and refine “House” system to extend opportunities for student engagement and leadership. Continue to provide effective student support wellbeing/welfare team. Continue “Hands On Learning” program Strengthen connection with Somerville Tyabb “Men’s Shed” group. Continue ongoing access to “off campus” providers and programs for “students at risk”. Refine and continue “Student Recognition and Reward” program. 	<ul style="list-style-type: none"> Teachers able to show evidence of appropriate usage of the “Working Together Classroom Agreement” – this to be demonstrated as part of Performance & Development planning and classroom management practices. Evidence of impact of “Hands on Learning” and “Men’s Shed” program in both physical surrounds and student behaviour in classroom circumstances. Evidence of increased number of students pursuing appropriate vocational and tertiary pathways. Improved student connectedness and motivation as demonstrated via the SATSS. House system and “Recognition and Rewards” program established and impacting on cultural climate of school.
	Year 3	<ul style="list-style-type: none"> Continue and strengthen association with Monash (SAM) and seek connections with other tertiary education providers (Holmesglen). Review and refine “Past Students” program. Extend offerings in TEC/TTC. Review and refine “House” system to extend 	<ul style="list-style-type: none"> Teachers able to show evidence of appropriate usage of the “Working Together Classroom Agreement” – this to be demonstrated as part of Performance & Development planning and classroom management practices. Evidence of impact of “Hands on Learning” and

		<p>opportunities for student engagement and leadership.</p> <ul style="list-style-type: none"> ▪ Provide effective student support wellbeing team (Youth Worker, Secondary School Nurse and Chaplain). ▪ Continue “Hands On Learning” program ▪ Strengthen connection with Somerville Tyabb “Men’s Shed” group. ▪ Continue ongoing access to “off campus” providers and programs for “students at risk”. ▪ Review and refine “Student Recognition and Reward” program. 	<p>“Men’s Shed” program in both physical surrounds and student behaviour in classroom circumstances.</p> <ul style="list-style-type: none"> ▪ Evidence of increased number of students pursuing appropriate vocational and tertiary pathways. ▪ Improved student connectedness and motivation as demonstrated via the SATSS. ▪ House system and “Recognition and Rewards” program established and impacting on cultural climate of school.
	Year 4	<ul style="list-style-type: none"> ▪ Continue and strengthen association with Monash (SAM) and seek connections with other tertiary education providers (Holmesglen). ▪ Review and refine “Past Students” program. ▪ Review of TEC/TTC offerings ▪ Review and refine “House” system to extend opportunities for student engagement and leadership. ▪ Provide effective student support wellbeing team (Youth Worker, Secondary School Nurse and Chaplain). ▪ Continue “Hands On Learning” program – fully funded by school. ▪ Strengthen connection with Somerville Tyabb “Men’s Shed” group. ▪ Continue ongoing access to “off campus” providers and programs for “students at risk”. ▪ Review and refine “Student Recognition and Reward” program. 	<ul style="list-style-type: none"> ▪ Teachers able to show evidence of appropriate usage of the “Working Together Classroom Agreement” – this to be demonstrated as part of Performance & Development planning and classroom management practices. ▪ Evidence of impact of “Hands on Learning” and “Men’s Shed” program in both physical surrounds and student behaviour in classroom circumstances. ▪ Evidence of increased number of students pursuing appropriate vocational and tertiary pathways. ▪ Improved student connectedness and motivation as demonstrated via the SATSS. ▪ House system and “Recognition and Rewards” program established and impacting on cultural climate of school.
<p>Student Transitions & Pathways</p> <ul style="list-style-type: none"> • Expansion of student pathways through the provision of a broad VCE and VET program and an engaging VCAL program. • Enhanced internal transition processes. • Expand the support for students to ensure all students achieve successful destinations. • Develop a College promotion and marketing and recruitment strategy to include both the school 	Year 1	<ul style="list-style-type: none"> ▪ Plan for establishment of TEC/TTC to enhance vocational pathways for all students. ▪ Continue ongoing access to “off campus” providers and programs for “students at risk”. ▪ Introduction of Year 12 VCE Mentor Program ▪ Continue to provide careers and pathways advice for all students from Years 7 – 12 ▪ Continue MIPs planning for all students 7 – 12 ▪ Enhance website and Twitter communication to parents and potential parents ▪ Continue College promotional flyer mail out to residents in Tyabb, Somerville and Pearcedale ▪ Continue involvement in ILPIC program with feeder primary schools ▪ Strengthen relationships with feeder primary schools through provision of science program and activities. 	<ul style="list-style-type: none"> ▪ Increased numbers of students completing secondary education to Year 12 or equivalent. ▪ Increased number of students accessing post-secondary education opportunities ▪ Increased real retention of students from 7 to 12 ▪ Improved enrolment numbers at Year 7 level. ▪ Improved student connectedness and learning confidence as measured by SATSS ▪ Improved learning confidence as measured by SATSS

community as well as the broader community including feeder Primary Schools.		<ul style="list-style-type: none"> ▪ Continue to build strength of VCAL program as an alternative pathway for vocationally oriented students. ▪ Introduce “Past Students” program. 	
	Year 2	<ul style="list-style-type: none"> ▪ Opening of TEC/TTC to enhance vocational pathways for all students. ▪ Continue ongoing access to “off campus” providers and programs for “students at risk”. ▪ Refine and improve Year 12 VCE Mentor Program ▪ Continue to provide careers and pathways advice for all students from Years 7 – 12 ▪ Continue MIPs planning for all students 7 – 12 ▪ Enhance website and Twitter communication to parents and potential parents ▪ Continue College promotional flyer mail out to residents in Tyabb, Somerville and Pearcedale ▪ Strengthen relationships with feeder primary schools through provision of science/technology program and activities. ▪ Continue to build strength of VCAL program as an alternative pathway for vocationally oriented students. ▪ Strengthen “Past Students” program. 	<ul style="list-style-type: none"> ▪ Increased numbers of students completing secondary education to Year 12 or equivalent. ▪ Increased number of students accessing post-secondary education opportunities ▪ Increased real retention of students from 7 to 12 ▪ Improved enrolment numbers at Year 7 level. ▪ Improved student connectedness and learning confidence as measured by SATSS ▪ Improved learning confidence as measured by SATSS
	Year 3	<ul style="list-style-type: none"> ▪ Plan for establishment of TEC/TTC to enhance vocational pathways for all students. ▪ Continue ongoing access to “off campus” providers and programs for “students at risk”. ▪ Refine and improve Year 12 VCE Mentor Program ▪ Continue to provide careers and pathways advice for all students from Years 7 – 12 ▪ Continue MIPs planning for all students 7 – 12 ▪ Enhance website and Twitter communication to parents and potential parents ▪ Continue College promotional flyer mail out to residents in Tyabb, Somerville and Pearcedale ▪ Continue involvement in ILPIC program with feeder primary schools ▪ Strengthen relationships with feeder primary schools through provision of science program and activities. ▪ Continue to build strength of VCAL program as an alternative pathway for vocationally oriented students. ▪ Strengthen “Past Students” program. 	<ul style="list-style-type: none"> ▪ Increased numbers of students completing secondary education to Year 12 or equivalent. ▪ Increased number of students accessing post-secondary education opportunities ▪ Increased real retention of students from 7 to 12 ▪ Improved enrolment numbers at Year 7 level. ▪ Improved student connectedness and learning confidence as measured by SATSS ▪ Improved learning confidence as measured by SATSS

	Year 4	<ul style="list-style-type: none"> ▪ Plan for establishment of TEC/TTC to enhance vocational pathways for all students. ▪ Continue ongoing access to “off campus” providers and programs for “students at risk”. ▪ Refine and improve Year 12 VCE Mentor Program ▪ Continue to provide careers and pathways advice for all students from Years 7 – 12 ▪ Continue MIPs planning for all students 7 – 12 ▪ Enhance website and Twitter communication to parents and potential parents ▪ Continue College promotional flyer mail out to residents in Tyabb, Somerville and Pearcedale ▪ Continue involvement in ILPIC program with feeder primary schools ▪ Strengthen relationships with feeder primary schools through provision of science program and activities. ▪ Continue to build strength of VCAL program as an alternative pathway for vocationally oriented students. ▪ Strengthen “Past Students” program. 	<ul style="list-style-type: none"> ▪ Increased numbers of students completing secondary education to Year 12 or equivalent. ▪ Increased number of students accessing post-secondary education opportunities ▪ Increased real retention of students from 7 to 12 ▪ Improved enrolment numbers at Year 7 level. ▪ Improved student connectedness and learning confidence as measured by SATSS ▪ Improved learning confidence as measured by SATSS
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