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

Endorsement by
School Principal

Signed………………………………………. (Principal’s signature)
Name: Christopher Lloyd
Date: 14th August 2012

Endorsement by
School Council

Signed………………………………………. (School Council President’s signature)
Name: Deb Hollands
Date: 14th August 2012

Endorsement by
Regional Director or
nominee

Signed………………………………………. (Regional Director or nominee’s signature)
Name: Peter Greenwell
Date: 14th August 2012
## Purpose

**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.

**Mission:**
- 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

At Somerville Secondary College our vision and mission is underpinned by:
- 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

**Our School Values are:** Integrity, Respect & Responsibility

## Environmental Context

### Social – Community and Demographics
- 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

### Educational
- 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
<table>
<thead>
<tr>
<th><strong>Technological</strong></th>
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<tr>
<td>• Strong commitment to using ICT to improve student learning outcomes</td>
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<td>• eLearning embedded in all teacher practices</td>
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<td>• 1:1 Netbook Program across students in Years 7 to 12</td>
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<td>• High level eLearning / ICT infrastructure in every teaching space</td>
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<td><strong>Environmental</strong></td>
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<td>• Clearly communicated consistent student management policy and processes – 'Working Together'</td>
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<td>• Community Wetlands Project including educational precinct ( Significant VCAL Partnership Project)</td>
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<td>• FIFA certified artificial turf soccer pitch and running track</td>
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<td>• Well established gardens and environmental precincts</td>
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<td>Strategic Intent</td>
<td>Goals</td>
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| **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. | **Years 7 and 9 NAPLAN:**  
- 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.  
**VCE / VCAL / VET**  
- 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% |  
- 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 |
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<th>Student Engagement and Wellbeing</th>
<th>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.</th>
<th>To achieve the following median ATS Survey results by the end of the next review cycle.</th>
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|                                 |                                                                                                |  - Teacher Empathy (3.59).  
  - School Connectedness (3.56).  
  - Peer Connectedness (4.05).  
 To achieve the following PO Survey results by the end of the next review cycle.  
  - Student motivation (4.2)  
  - Classroom behaviour (2.93)  
 Attendance Target  
  - Average number of student absent days across the review period to be at or below 15 days. | Develop a range of strategies to improve the learning culture of the school.  
  - 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, Gateway Scholars, )  
 Continue to provide a range of activities/programs to improve student connectedness with the school |
| 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. |  - 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 available. |  - Expansion of student pathways through the provision of a broad VCE and VET program and an engaging VCAL program.  
  - Enhanced internal transition processes. |
| more than 5% for Years 10-12 over the review period.  
- Transitions Score as measured by PO Survey of 5.5. | 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. |
## School Strategic Planner 2013-2016: Indicative Planner

### Key Improvement Strategies
(KIS across the three student outcomes areas)

### Student Learning
- **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**

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<th>Year</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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| **Year 1** | - 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. | - 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** | - 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. | - 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** | - 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. | - 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** | - 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 | - 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. |
### Student Engagement & Wellbeing
- 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
- **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).
- Reinroduce “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.

#### Year 2
- Continue and strengthen association with Monash (SAM) and seek connections with other tertiary education providers (Holmsglen).
- 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.

#### Year 3
- Continue and strengthen association with Monash (SAM) and seek connections with other tertiary education providers (Holmsglen).
- Review and refine “Past Students” program.
- Extend offerings in TEC/TTC.
- Review and refine “House” system to extend opportunities for student engagement and leadership.

#### Year 1
- 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
- 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.
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#### Year 3
- 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
opportunities for student engagement and leadership.
- 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.

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<td>Continue and strengthen association with Monash (SAM) and seek connections with other tertiary education providers (Holmesglen).</td>
<td>Review and refine “Past Students” program.</td>
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<td>Review of TEC/TTC offerings</td>
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<td>Continue “Hands On Learning” program – fully funded by school.</td>
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Student Transitions & Pathways
- 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
- 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. | Year 1 | Year 1 |
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| - Continue to build strength of VCAL program as an alternative pathway for vocationally oriented students.  
- Introduce “Past Students” program. |
| - 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  
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