School Strategic Plan 2020-2024

Somerville Secondary College (8875)

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School vision	Through a comprehensive consultative process, the college developed a vision statement that could be 'owned' by students, staff and parents. Our vision statement… "Together we use our voice to challenge and grow a confident community." This is proudly displayed at the front of the school. Somerville Secondary College's core values are integrity, respect, and responsibility and these underpin all interactions, expectations, practices, and processes within the college. Our purpose is to develop our students academically, morally, and ethically to become positive contributors to the local and wider community. The College ethos, which is supported by the size of the school, is one of caring for each student as an individual in order to provide a safe, happy, and friendly environment where students and staff develop positive relationships and all students are encouraged to reach their full potential. At Somerville Secondary College, we aim to know and care for every student academically and socially.
School values	Values Our college operates on shared values: Integrity, Respect Responsibility. These values form the basis of all interactions between staff, students, parents, and the broader community as we work together to support students in their learning to achieve at a high level their desired pathways.
Context challenges	The school has been through a period of significant disruption over the past 2.5 years due to changes of leadership, a high number of staff changes and COVID, however, there has been a continued school improvement focus. The school has continued to spend time planning curriculum documentation and aligning this with the Instructional Model. In 2020 the Strategic Direction Team

	committed to the DET PLC initiative and as a result, has started to build the leadership capacity of middle leaders and is well placed to continue to implement PLCs in the college. The wellbeing of students is a high priority at Somerville Secondary College and is supported by a strong wellbeing structure. The previous primary focus of Somerville Secondary College has been the physical, mental, emotional and social wellbeing of every student. Adolescence is frequently the most challenging period of life and the school has worked hard to ensure that students have every possible support in the transition from child to young adult. Somerville College has been working on consolidating its financial position and the net financial position has continued to be an area of further focus because of low student numbers. The school has expended funding on staffing to support small class sizes and additional staffing in areas including staff leadership coaching, student wellbeing, and literacy improvement. Equity funding was primarily expended on salary costs associated with wellbeing support programs and the Reading Enrichment program. Staffing levels have previously been reduced to ensure the school is more able to fund programs without external assistance (Workforce Bridging). Financial resources have been targeted to support the specific needs of students achieving below the expected standards in NAPLAN through the provision of specialist support. The Key Barriers that were identified as part of the review were: * There was not a whole school focus * The instructional model was not consistently used * Lack of reflection around what is working and what is not * Time for observations was not made therefore did not happen- no clear structures in place * Large staff turn over * Conflicting priorities with DSSI * Not a clear shared focus with all staff * Strong focus on staff implementation rather than the need for students to have a voice and agency in their education and school * Leadership operation practices were not distributive- not enough reflection on how things operated as a team * Lack of role clarity
Intent, rationale and focus	During the strategic review, it became evident that Somerville Secondary College has, the building blocks to achieve significant improvement in student learning. Our intention is to improve learning outcomes for all our students. The learning growth of our students is to be activated to a level that they are achieving at or close to their potential and are prepared for life beyond the school. A key element will be establishing the connection with the college inclusive of a range of approaches to build and maintain good attendance being implemented. These include introducing extensive extracurricular activities and an increased focus on the whole school and house-based events which will assist in establishing embedded traditions and culture. The introduction of School-Wide Positive Behaviour and Respectful Relationships will also have advantages in building engagement and supporting the embedding of a positive culture. Students who are more engaged and better connected are more likely to attend regularly.

It is also our intent to continue the key work we were doing which has continually been interrupted by the pandemic to improve learning outcomes across the school with a particular focus on the learning growth of all students. This work is now encompassed by our new goals in the 2021-2024 Strategic Plan.

Student engagement is a key enabler for academic success. The school will place an increased focus upon student voice and agency, since enabling students to influence what and how they learn (voice) and supporting them to take responsibility for their learning (agency), are fundamental elements of student engagement and successful outcomes. Continued implementation of an agreed instructional model that incorporates the use of HITS, with a specific focus upon differentiation, will enable greater consistency of practice across classrooms and also lead to improved outcomes for all students. To do this work effectively, we will need to strengthen teachers' skills in gathering, analysing, and using data. By linking each of these inter-related elements; such as learning sequences, student voice and agency, implementation of the HITS, and in particular differentiation, and implementing the agreed instructional model, will lead to increased engagement and improved learning outcomes. This is particularly the case when it is delivered while being mindful of student and staff health and wellbeing.

The planning towards effective ongoing reporting will be significant as work needs to be done on consistency and the use of rubrics that support a focus on future learning. This will also align with the further work that is required on differentiated instruction to address the needs of all learners and provide an appropriate level of stretch. The structures and processes as well as the positive regard for professional collaboration, in Professional Learning Communities will continue to support   Key learning areas to set the preconditions for further development.

Over the course of this strategic plan, we are focused on ensuring our students feel connected to each other and staff and are known, understood, engaged, and appropriately challenged. We want our learners to understand quality learning, and that they play an active role in setting goals, and monitoring and progressing their learning. We would like to ensure that all students maximize their learning growth, which requires all learners to feel appropriately challenged.

Over the course of the strategic plan we will further develop our practice, culture, and structures to facilitate increased connections with, and knowledge of, learners, and scaffold their development as active learners. It requires further development of assessment practice, curriculum, pedagogy, program structures, and teacher collaboration.

The college will focus on specific areas in the context of this strategic plan, centered around the areas of achievement, engagement, and wellbeing. This work is around embedding the improvement items we have started. Consistency, accountability, and reflection will play an important role in the implementation.

The areas of focus in no particular order are:

- student achievement and learning growth
- data literacy
- differentiation
- instructional model and high impact teaching strategies (HITS)
- instructional and shared leadership
- feedback
- social and emotional wellbeing, connectedness, and positive relationships

	• learner agency • aspiration and high expectations • home/college/community partnerships • attendance. These areas of focus are important as they will allow us to support the collective efficacy and academic emphasis of the school environment at Somerville Secondary College whilst also ensuring that student learning is relevant and meaningful in a 21st-century context. The school leadership and strategic Direction Team will work together with all staff and the community to determine a 'roadmap' for the implementation of the strategic plan key improvement strategies over the next three years. This will prioritise which work has to come first and to ensure that we do not focus on too much in any given year. An instructional and shared leadership structure that supports higher levels of consistency, collective accountability, and shared responsibility for improving student achievement and learning growth will support teachers to build skills to improve student learning outcomes. Attitudes to school data and our local survey data show that students want more voice and agency in their learning so there will be a focus on embedding strategies that support this across the College including the utilisation of Learning Specialists to guide best practices. There will be a continued focus on increasing partnerships between parents, students, and teachers, particularly strengthening home-school relationships that support improved learning.

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Goal 1	To improve student achievement and learning growth of all students across all learning areas and pathways.
Target 1.1	NAPLAN Year 7–9 Benchmark Growth By 2024, increase the percentage of students meeting or above benchmark NAPLAN Growth: • Reading to 80 or above (from 73 in 2019) • Writing to 70 or above (from 63 in 2019) • Numeracy to 85 or above (from 81 in 2019)
Target 1.2	NAPLAN Year 9 By 2024, increase the percentage of Year 9 students in the top 2 NAPLAN bands for: • Reading to 17 or above (from 11 in 2019) • Writing to 11 or above (from 5 in 2019) • Numeracy to 13 or above (from 7 in 2019) By 2024, decrease the percentage of Year 9 students in the bottom 2 and exempt NAPLAN bands for: • Reading to 25 or below (from 38 in 2019) • Writing to 40 or below (from 50 in 2019) • Numeracy to 18 or below (from 24 in 2019)

Target 1.3	Staff opinion as shown in the SSS By 2024, the percent positive endorsement on the SSS will be: • Academic emphasis—to 45 or above (from 27 in 2020) • Collective efficacy—to 50 or above (from 33 in 2020) • Understand how to analyse data—to 55 or above (from 21 in 2020)
Key Improvement Strategy 1.a Evaluating impact on learning	Build teacher capacity to use individual and cohort data and evidence to facilitate a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth.
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capability to differentiate learning, engage in moderation and provide feedback.
Key Improvement Strategy 1.c Building practice excellence	Embed the agreed college instructional model, integrating the use of high impact teaching strategies (HITS) to enable high quality instruction in every classroom.
Key Improvement Strategy 1.d Instructional and shared leadership	Build the instructional leadership capability of all in leadership roles to build high levels of consistency and shared accountability for improving student achievement and learning growth.
Goal 2	To improve the connections of students to their learning, their college and the community.
Target 2.1	Student opinion as shown in the AToSS By 2024, the percent positive responses score on the AToSS for Years 7–12 will be: • Student voice and agency—to 65 or above (from 32 in 2020) • Stimulated learning—to 70 or above (from 47 in 2020) • Sense of connectedness—to 70 or above (from 49 in 2020)

	• Differentiated learning challenge—to 70 or above (from 53 in 2020)
Target 2.2	Student attendance • By 2024, percentage of students with 20 or more absence days will reduce from 47% (2020) to 25% or lower. • By 2024, average absence days per full time equivalent (FTE) student will reduce from 36.4 days in 2020 to 22 days or less.
Target 2.3	Parent opinion as shown in the POS By 2024, the percent positive endorsement on the POS will be: • Student motivation and support—to 75 or above (from 57 in 2020) • Stimulating learning environment—to 80 or above (from 69 in 2020) • Effective teaching to 80 or above (from 70 in 2020)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a learning community that promotes challenge and engagement which is supported by student voice and agency.
Key Improvement Strategy 2.b Building practice excellence	Build teacher practice that enables the consistent use of learner agency and reflective practice in learning.
Key Improvement Strategy 2.c	Strengthen transition and career pathway programs through Years 7–12.

Intellectual engagement and self-awareness	
Goal 3	To improve each student's sense of health and wellbeing, inclusive of their ability to form positive relationships.
Target 3.1	Student opinion as shown on the AToSS By 2024, the percent positive endorsement on the AToSS for Years 7–12 will be: • Teacher concern—60 or above (from 38 in 2020) • Respect for diversity—60 or above (from 38 in 2020) • Sense of confidence—65 or above (from 42 in 2020)
Target 3.2	Staff opinion as shown on SSS By 2024, the percent positive endorsement on SSS will be: • Trust in students and parents—to 50 or above (from 27 in 2020) • Parent and community involvement—to 70 or above (from 56 in 2020)
Target 3.3	Parent opinion as shown on the POS By 2024, the percent positive endorsement on the POS will be: • Parent participation and involvement—to 75 or above (from 66 in 2020) • Teacher communication—to 70 or above (from 60 in 2020)

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Implement a whole school approach to embed a safe and inclusive learning culture involving students and families in decision–making.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build student personal and social capabilities that enable, through a framework, positive relationships.
Key Improvement Strategy 3.c Health and wellbeing	Develop a consistent approach to student wellbeing and managing behaviours.