

School Strategic Plan 2025-2029

Somerville Secondary College (8875)



Submitted for review by Sarah Burns (School Principal) on 14 August, 2025 at 02:29 PM

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School vision	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	This section outlines reflections from staff and student focus groups, classroom visits, and self-evaluation aligned with the FISO 2.0 framework. It identifies several challenges impacting teaching, learning, engagement, and wellbeing, with implications for specific cohorts including high-ability students, Koorie students, and those from refugee backgrounds or with additional needs. 1. Differentiation and Support for High-Ability Students Challenge: Differentiation is heavily focused on supporting lower-achieving students, leaving high-ability learners under-

	challenged. Evidence: Staff noted gifted students are not receiving adequate attention. Students reported repetitive work and a lack of challenge, especially in advanced subjects. Implication: High-ability students may disengage due to insufficient academic stimulation. 2. Inclusion and Support for Students with Additional Needs (including Refugee Backgrounds) Challenge: While inclusion frameworks and IEPs are in place, implementation is inconsistent. Evidence: Staff struggle to access and act on external recommendations and documentation. There is a need for streamlined processes and clearer communication. Implication: Students with additional needs may not receive consistent or targeted support, affecting their learning and wellbeing. 3. Engagement and Cultural Inclusion (including Koorie Students) Challenge: Limited evidence of culturally responsive practices or targeted engagement strategies for Koorie students. Evidence: AToSS data shows low scores in student voice, agency, and school connectedness. Students expressed a desire to be heard and to have more influence in school decisions. Implication: Koorie students may feel underrepresented or disconnected, highlighting the need for stronger cultural inclusion and student voice initiatives. 4. Behaviour Management and Classroom Environment Challenge: Behaviour management strategies are inconsistently applied across the school. Evidence: Staff and students report disruptive behaviours, unclear consequences, and inconsistent enforcement. The 4-step behaviour management process needs revitalisation and consistent implementation. Implication: This affects all cohorts, particularly those needing structure and predictability, such as students with trauma backgrounds or additional needs. 5. Assessment and Feedback Challenge: Rubrics are not student-friendly, and feedback practices vary widely. Evidence: Students struggle to understand rubrics and rarely engage in reflection. Teachers differ in how and when they provide feedback, with some students receiving little to none. Implication: This impacts student agency and learning growth, especially for students who rely on clear guidance to improve. 6. Instructional Consistency and Curriculum Delivery Challenge: Inconsistent implementation of the instructional model and curriculum across year levels and subjects.
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	Evidence: Classroom visits revealed varied teaching practices, limited use of explicit instruction, and inconsistent routines. Students often do not understand the purpose of tasks or how success is measured. Implication: Lack of consistency undermines student engagement and learning outcomes. 7. Student Voice and Agency Challenge: Students feel their feedback is not consistently sought or acted upon. Evidence: Students reported that not all teachers ask for feedback or adjust their teaching accordingly. There is uncertainty about how student survey data (e.g., AToSS) is used. Implication: Students may feel disempowered, reducing their sense of ownership and connection to learning. 8. Wellbeing and Mental Health Support Challenge: While wellbeing programs exist, their integration and consistency need improvement. Evidence: Students value support from coordinators and wellbeing staff but report inconsistent use of tools like break cards. Staff wellbeing is also highlighted as a factor influencing student wellbeing. Implication: A more cohesive and consistently applied wellbeing framework is needed to support all students. 9. Leadership and Collaboration Challenge: Time constraints hinder effective collaboration among staff and leadership teams. Evidence: While leadership structures are in place, meaningful interactions are limited. PLCs are valued but face challenges with scheduling and completion of cycles. Implication: Collaboration is essential for consistency and improvement but requires better structural support. 10. Engagement and Relationships Challenge: Disengagement is evident in both passive and active forms. Evidence: Students report that poor behaviour affects learning, and that capable students often receive less attention. Relationships with teachers vary, with some students feeling unsupported. Implication: Building positive, consistent relationships and maintaining high expectations are crucial for engagement. 11. Technology Use and Classroom Focus Challenge: Technology use in classrooms contributes to disengagement. Evidence: Laptops are often used inappropriately, and teachers struggle to enforce boundaries. Implication: Clear guidelines and consistent enforcement are needed to ensure technology supports rather than hinders learning. 12. Student Leadership and Representation
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	Challenge: Student leadership is not widely recognised or respected. Evidence: Students report limited visibility and impact of student leaders. Leadership roles are often filled by the same individuals, reducing inclusivity. Implication: Student leadership structures need to be more inclusive, visible, and meaningful.
Intent, rationale and focus	Intent Somerville Secondary College is committed to: Improving learning growth and outcomes for all students through consistent instructional practice, effective assessment, and targeted differentiation. Enhancing student wellbeing and inclusion to ensure all students feel safe, supported, and connected to their learning. Strengthening leadership, collaboration, and professional learning to embed high-impact teaching and inclusive practices across the school. Rationale The 2025 Review: Key Reflections identified several key challenges that inform the direction of this Strategic Plan: Inconsistent instructional practices across year levels and subjects are impacting student engagement and achievement. High-ability students are not consistently challenged, with differentiation efforts largely focused on lower-achieving students. Koorie students and those with additional needs require more targeted and culturally responsive support. Student voice and agency are underdeveloped, contributing to low levels of school connectedness. Behaviour management is inconsistently applied, with unclear consequences and varied teacher capacity. Assessment and feedback practices lack consistency and clarity, limiting students' ability to understand and act on their progress. Wellbeing programs, while present, require better integration and clarity of staff roles. Addressing these challenges is essential to ensure: Equity in learning opportunities for all students. A safe, inclusive, and engaging school environment. A culture where students are empowered and staff are supported to deliver high-quality teaching. Focus The Strategic Plan will unfold over four years, with a strong emphasis on embedding consistent, evidence-informed practices across all areas of the school. Teaching and Learning

	Embed the Victorian Teaching and Learning Model (VTLM 2.0) across all Key Learning Areas (KLAs). Strengthen teacher and student understanding of learning intentions and success criteria. Build consistent routines across classrooms and explain their purpose. Develop and implement student-friendly rubrics to support clarity and engagement. Ensure differentiation supports both extension and intervention, with a renewed focus on high-ability learners. Promote collaborative planning and resource sharing through PLCs and TEAMS. Year 1: Foundation and Planning Establish leadership teams with clear roles and responsibilities. Begin implementation of VTLM 2.0 and rubric development. Relaunch the 4-step behaviour management process. Initiate professional development in differentiation, feedback, and classroom management. Year 2: Implementation and Monitoring Monitor and refine instructional practices and routines. Strengthen student feedback mechanisms and engagement strategies. Expand wellbeing and inclusion programs. Begin moderation cycles and improve data tracking systems. Year 3: Refinement and Expansion Evaluate leadership structures and strengthen PLCs. Refine inclusive teaching practices and ensure high-ability students are appropriately challenged. Expand student voice initiatives and peer support networks. Strengthen partnerships with families and community organisations. Year 4: Consolidation and Sustainability Fully embed VTLM 2.0 and consistent rubrics across the school. Sustain leadership and mentorship programs. Maintain high expectations and inclusive practices. Celebrate successes in wellbeing, engagement, and academic growth. Monitor progress against strategic targets and adjust strategies as needed.
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Goal 1	To increase learning growth and outcomes for all students
Target 1.1	By 2029, increase the percentage of Year 9 students achieving the NAPLAN 'Strong or Exceeding' proficiency level for: • Reading from 43% (2024) to 55% • Writing from 56% (2024) to 61% • Numeracy from 48% (2024) to 52%.
Target 1.2	By 2029, increase the percentage of Year 9 students making benchmark growth in: • *Reading from XX% (2025) to XX% • *Numeracy from XX% (2025) to XX%. **Placeholder targets to be confirmed when data is available.
Target 1.3	By 2029, increase the percentage of Year 7 to 10 students assessed making 'at or above' expected learning growth according to teacher judgements in: • Reading from 48% (2024) to 60% • *Mathematics 2.0 from XX% (2026) to XX%. **Placeholder targets to be confirmed when data is available.

Target 1.4	**By 2029, increase the mean VCE English study score (study group) from XX% (2025) to XX%. **Placeholder target to be confirmed using Similar schools' data (school was Not Grouped in 2023 or 2024) By 2029, the percentage of VCE certificate completions will be 95%. (The 100% completion rate in 2024 reflected a cohort of 9 students. The school is experiencing steady enrolment growth) By 2029, the percentage if VCE VM certificate completions will be at or above 91%. (The 100% completion rate in 2024 reflected a cohort of 7 students. The school is experiencing steady enrolment growth)
Target 1.5	By 2029, increase the percentage of positive endorsement to the Attitudes to Schools Survey factors: • School stage transitions (Years 10-12) from 36% (2024) to 52% • Differentiated learning challenge from 56% (2024) to 60% • Stimulated learning from 31% (2024) to 46%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Further develop and embed a whole school approach to evidence informed instructional teaching practices.

Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen instructional leadership practices, with a focus on middle leaders.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a consistent approach to assessment across all learning areas.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs	
Goal 2	To improve wellbeing outcomes for all students
Target 2.1	By 2029, increase the percentage of positive endorsement to the Attitudes to School Survey factors: • Emotional awareness and regulation from 50% (2024) to 62% • Managing bullying from 38% (2024) to 42% • School connectedness from 32% (2024) to 40% • Student voice and agency from 25% (2024) to 36% • Advocate at school from 50% (2024) to 55%.
Target 2.2	By 2029, maintain attendance at or above 86% (2023) (Well above Similar schools at 83% (2023))
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen and embed a consistent school-wide approach to wellbeing and engagement that informs teaching and learning.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b	Enhance student supports to further enable pathways into, through and beyond school.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	