



SOUTH OAKLEIGH COLLEGE – STRATEGIC PLAN 2005 – 2008

| COLLEGE PROFILE | | STRATEGIC INTENT | | |
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| <p>Our Mission Statement South Oakleigh College serves a diverse and multicultural community. It provides a supportive and stimulating environment for both staff and students that fosters mutual respect and co-operation. The College is committed to developing in students a broad range of skills, knowledge and values, which will enhance their personal lives, empower them to critically contribute to society and equip them for further education and work.</p> <p>South Oakleigh College provides a comprehensive and broad curriculum, which recognises and reflects the diversity of its community. The curriculum is designed to encourage students to complete their secondary education and caters for a wide range of students' abilities and interests. The curriculum aims to equip students for success in further education, work, and adult life in a changing world. The College is highly accountable to the community it serves.</p> <p>Our Values</p> <ul style="list-style-type: none"> ▫ Excellence – doing everything to the best of one's ability. ▫ Respect - for each individual and their environment. ▫ Accessibility - for all students to quality learning ▫ Commitment – to the education of all our students. <p>Context – current and future perspectives. During the last 3-4 years South Oakleigh College has made progress which will assist the College to realise its vision to develop an "Outstanding Learning and Teaching Culture".</p> <p><u>Strengths</u> that provide positive foundations for development:-</p> <ul style="list-style-type: none"> ▫ The College review indicated clear improvement in learning and teaching over the last three years, and this encourages us to believe we can achieve even better results in the future. ▫ Increasing staff commitment to individualising programs to meet a wide range of student needs and learning styles. ▫ Expansion of programs, particularly VCAL and VET – responsiveness to the needs of our community. ▫ Strong facilities base. ▫ Cohesive staff team. ▫ Cluster and Network links. <p>We need to meet the particular <i>challenges</i> of:-</p> <ul style="list-style-type: none"> ▫ Lifting standards in literacy and numeracy. ▫ Improving the low levels of engagement and connectedness of many students. ▫ Improving the size of the Year 7 intake and our capacity to retain students through Years 7-10. ▫ Expanding and valuing the range of pathways in the post compulsory years. ▫ Improving students' behaviour. | STUDENT LEARNING | GOALS | TARGETS FOR 2008 | KEY IMPROVEMENT STRATEGIES |
| | PATHWAYS | <p>To continue to improve achievements of all students in English and Mathematics, with a particular emphasis on extending the performance of students at the upper end of the range from Years 7-12.</p> <ul style="list-style-type: none"> ▫ To embed quality Learning and Teaching within the College with a particular focus on pedagogical approach. ▫ To improve student performance in the Victorian Certificate of Education. <p>To increase and enhance pathway options for students in Years 10-12 and transition into and within the College.</p> | <ul style="list-style-type: none"> ▫ The proportion of students at or better than the expected levels of the Victorian Essential Learning Standards (VELS) will be at least 80% in both English and Mathematics. ▫ At least 20% of students will be above the expected levels of the VELS in both English and Mathematics. ▫ VCE English mean of at least 28.0. ▫ VCE Mathematical Methods mean of at least 30.0 ▫ All VCE subjects with more than ten students to be at least Like School Group mean. ▫ All Studies mean of at least 28.0. ▫ Proportion of studies in the A+ to B range to be at least 50%. ▫ Percentage of study scores above 40 to be at least 4%. ▫ To achieve a real retention rate of at least Like School Group, for Years 7-10, 10-11 and 11-12. ▫ To increase the Vocational Education and Training participation rate to at least 15%. ▫ Average absences will not exceed 12 days at Years 8, 9 and 10. ▫ Staff perceptions of Motivation, Supportive Leadership, Empathy, Clarity, Engagement, Learning and Outcomes to be at least at Like Schools Group mean. | <p>Enhancing Learning and Teaching across the College through:</p> <ul style="list-style-type: none"> ▫ the implementation of the Principles of Learning and Teaching and Thinking Curriculum as models for classroom learning and teaching. ▫ the implementation of a Performance and Development Culture plan to support staff in expanding the range of learning and teaching approaches used in classrooms. ▫ the expansion of Professional Learning Action Teams. <p>Alignment of the College's program with the requirements of the Victorian Essential Learning Standards incorporating:</p> <ul style="list-style-type: none"> ▫ an action plan to include the explicit teaching of generic skills and attributes across the curriculum. ▫ consolidation of the College's Enrichment and Extension program. <p>Improvement of student well-being and the range of pathways for students in the later years through:</p> <ul style="list-style-type: none"> ▫ strengthening and consolidating pastoral care and home group arrangements. ▫ a whole College approach to student management and discipline. ▫ adoption of programs and processes that improve student attendance. ▫ the development of inclusive Student Leadership programs. ▫ expanding the College's Vocational Education and Training program. |
| | ENGAGEMENT & WELLBEING | <p>To increase the engagement of students in their learning and connectedness to teachers and the school.</p> | | |