



School Strategic Plan for South Oakleigh Secondary School NEVR region 2014 - 2017

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Trevor Smith</p> <p>Date 17 June 2014</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Steven Demosthenous</p> <p>Date 17 June 2014</p> <p><i>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</i></p>

South Oakleigh SC 2014 – 17 Strategic Plan

School Profile

Purpose – including vision statement	<p>South Oakleigh Secondary College is committed to creating a learning community which provides students with opportunities for their future and a sense of belonging.</p>
Values	<p>School values are <i>Respect Responsibility Resilience</i>. The school's mission statement is, '<i>Providing opportunities for the future and a sense of belonging</i>'. Note that as part of this Strategic Plan the mission statement, purpose and vision statement are to be reviewed.</p>
Environmental Context	<p>South Oakleigh Secondary College is a Year 7-12 co-educational school situated at the south-western corner of the North East Victoria Region approximately 15km from Melbourne in the Monash Local Government Area. Student enrolment at the 2014 census was 420.4. Most students are drawn from the Oakleigh and Clayton areas. The college has a diverse cultural and social demographic. The SFO density (a socio-economic indicator) has remained relatively stable over the past four years: The SFO index in 2014 is 0.5849 (state median 0.5189). In 2014, 59 students were considered to be EAL students (English as an Additional Language).</p> <p>The college operates a comprehensive curriculum based on the Victorian Essential Learning Standards and includes a broad range of electives. The college is focussed on implementing evidence-based approach to teaching and learning to meet the learning needs of all students. Senior programs include academic VCE studies, vocational VET options and a small applied learning VCAL course. Year 10 students study alongside Year 11 students in many subjects, familiarising themselves with VCE Study Designs and expectations and setting challenging goals.</p> <p>Current DEECD student and parent survey data is very strong with most indicators revealing satisfaction levels above the 60th percentile.</p> <p>The college facilities are impressive. They comprise a large double story building surrounded by a number of specialist classrooms including music, drama, technology, science, automotive and hairdressing facilities. The entrance to the school leads into an extensive open space and this floor plan is replicated on the second level. Currently undergoing extensive painting and floor covering works, the learning environment is well resourced, with readily accessible Information and Communications Technology and vibrant student spaces, enlivened by displays of student art work. Within the main building is a fully-equipped 370 seat theatre which is an excellent venue for performances, assemblies and community events. The college gymnasium is also actively used by the broader community beyond school hours.</p> <p>The school occupies extensive, attractive and well-kept grounds that provide opportunities for a range of sporting activities and passive recreation. The new Strategic Plan specifically seeks to develop the school's Centre Rd frontage as an area for environmental and sustainability education and passive community recreation.</p>

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Strategic Intent - Achievement				
Goals	Targets <i>(by 2017 unless indicated)</i>	Key Improvement Strategies	Actions (by year)	Achievement Milestones (changes in practice and behaviour)
To improve student literacy	<p>To exceed Year 9 NAPLAN mean state growth by 15% in each year in each assessment area</p> <p>NAPLAN Matched cohort data to reflect an effect size growth of at least 0.8 from Y7 to Y9 for each assessment area.</p>	<p>Provide professional learning (based on research and best practice) for small team to lead whole school change</p> <p>Implement and embed a whole school approach to teaching vocabulary</p> <p>Develop a 3 year literacy improvement plan that encompasses all students Y7-12</p> <p>Investigate and implement a whole school approach to non –fiction writing (<i>writing to learn</i>)</p> <p>Investigate, develop and implement a whole school reading program</p> <p>Review English Domain teaching practices consistent with contemporary research</p> <p>Visit exemplar schools or schools with innovative approaches to teaching literacy, including primary schools</p>	<p><u>2014</u> Determine and document key vocabulary to teach in every subject at every year level Professional learning for teachers to implement underlying pedagogy Implement common domain approach to assessment of vocabulary terms Report on vocabulary for every subject at every year level Audit consistency of teacher practice and the documented vocabulary across all classes</p> <p><u>2015</u> Team to undertake Bastow Leading Literacy course and pilot a significant program to improve literacy <i>This will drive future Year Actions based on KIS 2016-2017</i></p>	<p>Teachers generating word lists located in common database for regular review and revision</p> <p>Teachers consistently using Marzano approach (including templates and Vocabulary booklets) to teach Academic Vocabulary</p> <p>Teachers regularly assessing vocabulary via Domain approved mechanisms and entering results in Semester Reports (% figure)</p> <p>Team of teachers working collaboratively to devise and implement literacy plan and pilot projects</p>
To improve student numeracy	<p>To exceed Year 9 NAPLAN mean state growth by 20% in each year in each assessment area</p> <p>NAPLAN Matched cohort data to reflect an effect size growth of at least 0.80 from Y7 to Y9 for each assessment area.</p>	<p>Provide professional learning) for small team to lead domain- wide change and innovation</p> <p>Review Maths Domain teaching Practices</p> <p>Provide professional learning and direct input from experts to teachers of Maths to develop strategies to improve numeracy at years 7-9</p>	<p><u>2015</u> Team to undertake relevant Professional Learning (Bastow Leading Numeracy)</p> <p><u>2015</u> Pilot a significant project to improve student numeracy</p> <p><u>2015-2016</u> Ongoing school-based expert professional learning for teachers of Maths. Provision of resources to more openly share practice</p>	<p>Teachers openly share practice</p> <p>Decisions about learning/teaching made on the basis of collective knowledge of best practice, rather than individual preference</p> <p>Reduced privatisation of practice</p>

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Strategic Intent - Achievement				
Goals	Targets <i>(by 2017 unless indicated)</i>	Key Improvement Strategies	Actions (by year)	Achievement Milestones (changes in practice and behaviour)
To improve student performance in all domains at Y7-10	Domains set specific, measurable targets dependent on their improvement plan(s)	<p>Each Domain to collaboratively review programs and teaching practices to identify three areas for improvement</p> <p>Each Domain develops plan to improve the identified areas consistent with broader strategic plan</p>	<p><u>2014 and 2015</u> Review existing programs, offerings and curriculum</p> <p>Teams to investigate best and innovative practice in other school settings and sectors</p>	<p>Greater collaborative teacher activity and increased engagement with other school practices and innovations</p> <p>Greater sense of teacher and Domain agency in the growth process.</p>
To improve VCE outcomes	<p>Mean all-study score to match the state mean by end 2017</p> <p>A reduction in the variation in individual subject study score means to less than 2.0 below the school all - study mean</p> <p>For all VCE studies the mean study score is less than 1.0 below the predicted mean study score</p>	<p>Sustain Y12 Study Skills Program Review program annually Extend scope and participation levels</p> <p>Ensure at least one Domain member has been a VCE examiner with the last 4 years in each VCE subject</p> <p>Review VCE Subject achievement data with individual teachers (including exam results) to identify areas for improvement</p> <p>Develop an explicit, common approach to the teaching of note taking at years 10-12</p> <p>Further resource and extend reach and scope of Study Support, including Homework Club</p>	<p><u>2014</u> Continue to fund, staff and implement a Y12 Study Skill Program <u>2015</u> Review and Revise as appropriate Y12 Study skills program <u>2014-2017</u> Encourage teachers to apply to be examiners in each Domain, every year Support and resource teachers to do this through CRT replacement, flexible work arrangements at key times and recognition in Performance Plans</p> <p><u>2014-2017</u> VCE teacher meetings with Domain Leader/LT/ Prin class to analyse data and plan improvement</p> <p><u>2015</u> Staff team to investigate and recommend a note taking model to Curriculum Committee Model to be taught to students in transition programs/study skills/support and reinforced in all classes</p> <p><u>2014</u> Implement a study support session for Y10 students in recognition of increased challenge, demands and expectations in taking on Unit 1and2 Studies</p>	<p>Student Participation in the Study Program grows</p> <p>Additional elements incorporated into Study skills</p> <p>More Teachers involved in exam marking Teacher examiners lead professional learning in their Domains to improve VCE preparation and readiness</p> <p>Involvement in exam marking valued more highly and is effectively resourced</p> <p>A culture of reflection on student data is customary, especially at VCE</p> <p>Students use and teacher consistently expect the use of the preferred note taking approach ICT versions of the approach are widely available and utilised</p> <p>A regular, specific Study Support session for Year 10 students is embedded in to the curriculum and richly resourced</p>

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Strategic Intent - Achievement				
Goals	Targets <i>(by 2017 unless indicated)</i>	Key Improvement Strategies	Actions (by year)	Achievement Milestones (changes in practice and behaviour)
	All students experience an explicit, documented senior transition process that utilises collaborative software (Google App or <i>Compass</i>).	<p>Improve Pathways and Course Counselling for students at 9-10, 10-11 and 11-12</p> <p>Explore alternative vocational and community based pathway options for students who are identified as likely to experience difficulty with VCE or for whom it is not a relevant pathway</p>	<p><u>2014</u> Develop and document an explicit Pathways and Course counselling process at each transition (9-10, 10-11 and 11-12)</p>	An understood, documented, reproducible process for transition is implemented each year and is effectively communicated to parents and students
To improve teacher practice by implementing a school wide approach to improving pedagogy consistent with the NMR model ^{1 2}	<p>Visit at least 8 different schools in 2014-16</p> <p>A specific leadership role incorporating responsibility for pedagogy is in place by end 2015.</p> <p>All teacher PDP plans include common school agreed pedagogical foci by 2016.</p>	<p>Professional learning for Leadership Team on tenets of NMR model and research on pedagogical practice</p> <p>Subsequent related PL for <i>staff</i></p> <p>Incorporate key foci into teacher PDP process to align improvement priorities</p>	<p><u>2015</u> Conduct Curriculum Day(s) dedicated to pedagogy and teacher practice</p> <p>Teams to visit, and collaborate with other school(s) to further expose teachers to innovation, research and best practice</p> <p><u>2015-2017</u> Provision of dedicated Professional Learning time in meeting schedule and within new team structure</p> <p><u>2015</u> All teacher Performance Plans include common school agreed pedagogical foci</p>	<p>Teachers more consistently use preferred pedagogical practices and principles in their teaching</p> <p>Teachers openly discuss different ways of teaching Teachers trial new approaches and reflect on their practice and performance</p> <p>More frequent and deeper conversations and more collaborative practice in the development of pedagogy, curriculum and assessment</p> <p>Teachers trial new pedagogical approaches consistent with research and NMR model as part of their Performance Plans</p>

¹Provision of and access to NEVR Professional Learning as flagged in Term 1 2014 will underpin this goal and will determine its viability

² Note other goals including *Feedback, Differentiation, Peer Observation, Literacy, Numeracy, Data Analysis* inform and are informed by NMR strategy

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Strategic Intent - Achievement				
Goals	Targets <i>(by 2017 unless indicated)</i>	Key Improvement Strategies	Actions (by year)	Achievement Milestones (changes in practice and behaviour)
<i>growth</i>	student growth (beyond existing measures)	Formally incorporate student data collection and analysis in Teacher PD Plans (consistent with DEECD guidelines) To incorporate 360° feedback for teachers into Performance Development Cycle (consistent with DEECD guidelines)	student outcome data PD plans incorporate Peer Observation <u>2015</u> Incorporate 360° feedback into Leadership <u>2016</u>	
Devise and consistently document and implement a <i>guaranteed and viable curriculum</i> compliant with Australian Curriculum, VCAA and VRQA guidelines that also articulates assessment methods including common assessment tasks and their moderation ³	By 2016 formal, consistent documentation of all curriculum is electronically available to the whole school community (including common assessment tasks & vocabulary lists)	Team to undertake Curriculum Mapping Prof Learning Establish a consistent electronic documentation architecture for all curriculum informed by an understanding of Knowledge Management principles	<u>2014</u> AP to lead small team to commence Curriculum Mapping planning <u>2015</u> Domains collaboratively document curriculum utilising new KM template <u>2016</u> Curriculum Documentation is audited to ensure currency, accuracy and that all key assessment tasks are consistently documented	Documentation openly accessible to teachers, students and parents Documentation is referred to consistently and updated as changes occur Documentation reflects the 'taught curriculum' and vice versa
To identify, resource, develop and promote new and existing program(s) that	By 2016 a specific extension /enrichment program is operating	Investigate SEAL, AVID and other extension/enrichment programs including those with specialist foci (eg Creative Arts, Sport, Science and Technology)	<u>2014-2015</u> Establish POD team (Point of Difference) to visit other school and investigate and what programs are offered and how they are structured and implement	An outward looking attitude with growth mindset typifies the exploration of possibilities

³ Note links with Learning Tasks elements
South Oakleigh SC Draft Strategic Plan - All 2014-2017

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Strategic Intent - Achievement				
Goals	Targets <i>(by 2017 unless indicated)</i>	Key Improvement Strategies	Actions (by year)	Achievement Milestones (changes in practice and behaviour)
can provide a <i>point of difference</i> for the school to grow enrolments and improve outcomes	By 2016 Year 7 enrolment is 80 By 2017 Year 7 enrolment is 90	Identify programs that are <i>already</i> in a position to be promoted and developed as flagship programs with consideration of and reference to the surrounding school context	<u>2015/2016</u> School Council approval of POD with implementation in 2016-2017	Resources are actively directed to support POD Program(s) Enrolments grow in response to new POD programs
To articulate a school philosophy and mission statement and values that reflects a focus on learning and achievement	By 2015 the school's philosophy/mission statement is reworked, widely communicated and an identifiable part of the culture	Review existing school philosophy and mission statement to <i>develop an educational philosophy that articulates the centrality of student learning</i> in the school's purpose Retain existing values – <i>Respect, Responsibility, Resilience</i> - but more explicitly articulate their application to learning and achievement	<u>2014 Term 4</u> Conduct consultative process with parents, students and staff to develop a new mission statement and motto <u>2015</u> Mission statement, values and philosophy actively promoted and communicated through relevant signage and related use of common language throughout the school	An increase focus on learning and the language of learning in classes and in teacher interaction Students, teachers and parents construct their thinking with a growth mindset (learning orientation)

Strategic Intent - Engagement				
Goals	Targets (by 2017 unless otherwise indicated)	Key Improvement strategies	Actions (by year)	Achievement Milestones (changes in practice & behaviour)
To improve student engagement and behavior by improving the quality & consistency of teacher practice in classroom management and duty of care contexts	Improved Student Attitudes to School data: <u>Classroom behaviour:</u> Y7-12 results reach the 50 th percentile <u>Teacher effectiveness:</u> Y7-12 results exceed the 75 th percentile	Develop an explicit, documented whole school approach to behaviour management with clear policies, practices and protocols for students & staff	<u>2014</u> Review SEP in consultation with all stakeholders & endorse at Council Develop and implement protocols and preferred practices around student behaviour management & SEP implementation Communicate the whole school approach/SEP to the school community Hold staff accountable for implementing the policies, practices and protocols	Clear application of school expectations Improved classroom climate and demonstrated learning behaviours Colleagues, Year Level Leaders, Leading Teachers and Principals routinely address instances of non-application of policy,

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Strategic Intent - Engagement				
Goals	Targets (by 2017 unless otherwise indicated)	Key Improvement strategies	Actions (by year)	Achievement Milestones (<i>changes in practice & behaviour</i>)
				practice or protocol in a culture of professionalism and improvement
<p>To improve the quality of teacher – student relationships and the understanding of their importance to well-being, engagement & learning <i>(Note parallels with goal above)</i></p>	<p>Improved Attitudes to school data: <u>Teacher empathy:</u> Y7-12 results exceed the 75th percentile <u>Classroom behaviour</u> Y7-12 results reach the 50th percentile <u>Student Motivation:</u> Y7-12 results exceed the 75th percentile</p> <p>School-based online survey shows overall growth of 10% in measures of wellbeing and student – teacher relationships</p>	<p>Explore & implement approaches that address the power and importance of using <i>the language of encouragement</i> and thoughtful use of the <i>language of discipline /correction</i></p> <p>Develop mechanisms for student voice so that individual class teachers can receive feedback about the quality and nature of relationships from students, in a secure, non - threatening way</p>	<p><u>2014</u> Professional Learning for staff regarding the importance of and preparation for the establishment phase of the year and key strategies for effective use of the language of discipline</p> <p><u>2015</u> Provide further support & professional learning to all staff and particularly to those who are identified as needing additional assistance</p> <p><u>2015</u> Ongoing professional learning and development of a set of <i>SOSC Preferred Practices In Behaviour Management</i>, that builds on C1-4 staged approach previously introduced</p> <p>Inclusion of <i>Preferred Practices</i> in induction process & material for new staff</p> <p><u>2014</u> Design and implement a pilot program with a group of volunteer teachers & wellbeing team, an online survey addressing the nature and quality of teacher – student relationships</p> <p><u>2015</u> Review & revise survey and implement more broadly through PDP process in 2015-2016 cycle</p> <p>Develop and maintain a database to store & analyse aggregated & partially disaggregated survey data that respects</p>	<p>Growing use of a common language of discipline with increasing use of the language of encouragement</p> <p><i>eg FUFT, Tactical ignoring, Take up time, the right to be heard, the language of behaviour observation, avoiding the use of interrogatives, speaking to students aside from their peers, consistent application of school expectation & consequences</i></p> <p>Increased teacher awareness of the daily importance of constructive relationships to both wellbeing and learning</p> <p>Teachers actively seek feedback about their practice; students become more prepared to provide constructive feedback to teachers</p> <p>Teachers reflect on the nature of their relationship with each class, groups within the class, and individuals to inform their practice</p>

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Strategic Intent - Engagement				
Goals	Targets (by 2017 unless otherwise indicated)	Key Improvement strategies	Actions (by year)	Achievement Milestones (<i>changes in practice & behaviour</i>)
			teacher and student confidentiality	Teachers more consciously seek to develop constructive working relationships with each student
To improve student attendance and reduce lateness to school	<p>By end 2014 student attendance data improves to match the state mean overall <i>and</i> at each year level</p> <p>By end of 2014, lateness to school is reduced by 20% compared to 2013 levels</p>	<p>Fully implement <i>Compass</i> attendance package</p> <p>Establish processes & protocols for attendance and lateness</p> <p>Develop, document & implement specific strategies & processes to address students at risk of poor attendance or with significant attendance issues</p>	<p><u>2014</u> Train staff in proper use of <i>Compass</i></p> <p>Develop, document, communicate and implement protocols and clear expectations for <i>student lateness</i> to school community - including monitoring and follow up processes</p> <p>Develop, document, communicate and implement protocols and clear expectations for <i>student attendance</i> to school community - including monitoring and follow up processes</p> <p>Communicate processes to staff Provide training as necessary</p> <p><u>2015</u> Review attendance and lateness data targets in light of 2014 results Revise and set new targets</p>	<p>Students attend school more frequently</p> <p>Students attend school on time more often</p> <p>Parents report unexplained absence directly via <i>Compass</i> and email, phone</p> <p>Year level leaders & teachers directly and immediately follow up student absence and challenge lateness</p> <p>Processes and protocols for lateness and absence are consistently implemented</p>
<p>To improve student engagement (& achievement) through differentiation of instruction</p> <p><i>Note this goal is equally relevant to Achievement</i></p>	<p>By 2018 all key assessment tasks reflect differentiated teaching practice and are documented electronically</p> <p>By 2016 ILPs for students with significant behavioral/ wellbeing issues or particular</p>	<p>Professional Learning for staff on what constitutes effective differentiation in teaching & assessment</p> <p>Implement a systematic, documented and</p>	<p><u>2014</u> Experimentation in <i>Learning Tasks</i> pilot with differentiated assessment tasks</p> <p><u>2015</u> Professional Learning re Differentiation is provided consistent with NMR model</p> <p><u>2015</u> Year 7,8,9 Leaders create a process and protocol and <i>Compass Outcome</i></p>	<p>Teachers identify through assessment & data analysis student differentiation needs with a focus on the ZPD</p> <p>Teachers construct Learning & Assessment tasks that allow the meaningful assessment of differentiated curriculum</p>

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Strategic Intent - Engagement				
Goals	Targets (by 2017 unless otherwise indicated)	Key Improvement strategies	Actions (by year)	Achievement Milestones (<i>changes in practice & behaviour</i>)
<i>and Well-being sections</i>	<p>learning needs are documented & accessible on <i>Compass</i></p> <p>By 2016 All PSD students have ILPs that are documented and accessible on <i>Compass</i></p> <p>By 2018 students identified as consistently in the highest decile as judged by standardised testing, have ILPs documented and accessible on <i>Compass</i></p>	<p>targeted approach to <i>Individual Learning Plans</i> for students identified with significant behavioral or wellbeing issues and/or particular learning needs</p>	<p>documentation for IBMPs</p> <p><u>2015-2016</u> Review existing practice re PSD student ILPs to ensure all plans are relevant, complete, documented and readily accessible to teachers, parents & student</p> <p><u>2016</u> Extend ILPs to non PSD students identified as benefitting from ILPs – including those consistently achieving in the top decile or those who may have a learning difficulty not recognised in the PSD</p>	
To develop a culture of achievement, ambition and improvement for students and teachers	<p>Attitudes to school survey data:</p> <p>Y7-12 <u>Learning Confidence</u> results grow to above the 60th percentile.</p>	<p>Sustain & extend existing scholarships and awards and develop new structures to recognise student and teacher excellence</p> <p>Promote messages of effort, achievement and a growth mindset across the organisation</p>	<p>Investigate <i>Compass</i> GPA (or similar), and additional mechanisms to formally recognise extra-curricular achievement on school reports</p> <p>Display & reinforce inspirational quotes/messages especially as they relate to a growth mindset and core college values</p>	<p>Students, teachers & parents use ongoing GPA to indicate & review student progress</p> <p>Teachers document & recognise extra-curricular participation and achievement</p> <p>Reporting system reflect this and GPA points are awarded</p> <p>Student's sense of self efficacy and learning confidence grow.</p> <p>Students discuss messages and more consistently display core values and actively seek feedback with a learning orientation (growth mindset)</p>

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Strategic Intent - Well-being				
Goals	Targets	Key Improvement strategies	Actions (by year)	Achievement Milestones (changes in practice & behaviour)
To improve student wellbeing & connectedness through mentoring & agency support	<p>10% of the Year 11 cohort is involved with Monash Mentoring in each year.</p> <p>5% of the Year 8-9 cohort is placed with a Big Futures mentor 2014-2017.</p>	<p>Explore opportunities to connect with the broader community to develop appropriate mentoring & support programs for students at different year levels especially those identified in particular need</p> <p>Seek & acquire community based funding to support mentoring programs</p>	<p><u>2014</u> Explore involvement with community mentoring & support programs eg <i>Big Futures</i> , <i>Access Monash</i>, <i>Mentoring & Holmesglen Youth Work</i>, <i>SEAAC</i>, <i>Australian Greek Welfare Society</i>, <i>Monash SYFS</i></p> <p>Seek funding from community groups</p> <p><u>2015-2017</u> Sustain connections with community groups and review and expand or re-work programs & connections based on feedback from students, parents and providers re program efficacy and identified need</p>	<p>Students regularly meet and interact with mentors</p> <p>Funding sourced and received and expended on programs & interventions</p>
To develop teacher leadership capacity and skill sets in student wellbeing and behaviour management	<p>Improved Student Attitudes To School data: <u>Classroom behaviour</u>: Y7-12 results will exceed the 50th percentile</p> <p><u>Student safety</u>: Y7-12 results will exceed the 80th percentile</p>	<p>Restructure student management/wellbeing teams to provide consistency of practice, and to create a culture of collaborative learning & collegial support for team leaders</p>	<p><u>2014-2015</u> Co-locate Year Level Leaders at Y7-9 & 10-12 respectively</p> <p>Provide relevant external PD for Year Level leaders</p>	<p>Year Level Leaders take responsibility for collaboratively developing & documenting systems, practices and protocols relating to student wellbeing and behaviour management</p>
To reduce the incidence of harassment & bullying	<p>Bullying Survey data will reflect a 15 % decline in the reporting of bullying.</p> <p>Improved Student Attitudes To School data</p> <p><u>Student safety</u>: Y7-12 results will exceed the 80th percentile</p> <p><u>Student distress</u>: Y7-12 results will exceed the</p>	<p>Develop and implement a school wide bullying survey to identify bullying behaviours and students responsible</p> <p>Implement a 'no blame' approach for students identified in the survey (in the first instance) and counselling/follow up process for students identified</p> <p>Establish a database that records survey results over time to track success of</p>	<p><u>2014</u> Construct & conduct a bullying survey consistent with research and best practice</p> <p><u>2014-2017</u> Counsel individual students identified using no blame approach</p> <p><u>2015-2017</u> Construct and maintain a bullying survey database & analyse data to inform further action</p>	<p>Increased reporting of bullying behaviours</p> <p>More direct & targeted intervention re students who are displaying bullying behaviours</p> <p>Students report improved sense of safety and wellbeing</p>

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Strategic Intent - Well-being				
Goals	Targets	Key Improvement strategies	Actions (by year)	Achievement Milestones (changes in practice & behaviour)
	75 th percentile	<p>interventions and incidence of bullying</p> <p>Embed interventions intended to reduce bullying & harassment, including eSmart</p> <p>Review bullying and harassment policy consistent with review of Student Engagement Policy</p>	<p><u>2015</u> Document existing and new interventions and include on calendar</p> <p><u>2015</u> Review existing policy documentation, DEECD guidelines and other best practice to inform reworking of Policy Against Bullying & Harassment Include this policy as Appendix to SEP</p>	
To improve monitoring, documentation and tracking of well-being and behavioural concerns and related interventions	All wellbeing & behavioural incidents interventions and concerns will be documented using <i>Compass Chronicle</i> by 2015.	<p>Implement and embed <i>Compass Chronicle</i>, including documentation of protocols for use</p> <p>Introduce <i>Chronicle Outcomes</i> to facilitate follow up of student wellbeing, learning & behavior and better communicate with colleagues and parents</p> <p>Explore application of <i>Compass Flags</i> to groups of students with particular needs to improve communication and attend to well-being matters</p>	<p>2014 Sem 1 Establish, document and communicate & train staff in protocols for use</p> <p><i>Sem 2</i> Purchase <i>Outcome</i> software and develop protocol & process for implementation</p> <p>Create applicable letters/forms/documents as <i>Outcome</i> templates</p> <p>Train staff in the use and application of <i>Outcomes</i></p> <p>Communicate <i>Chronicle Outcomes</i> process to Parents</p>	<p>Year Level Coordinators & wellbeing team work take responsibility to collaboratively develop, communicate and implement agreed and understood <i>Outcome</i> documents/processes/protocols</p> <p>Staff utilise <i>Outcomes</i> functionality to follow up wellbeing, learning and behavioural concerns with students, parents and colleagues</p>

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Strategic Intent - Productivity				
Goals	Targets	Key Improvement strategies	Actions (by year)	Achievement Milestones (changes in practice and behaviour)
To improve leadership capacity and team function with a focus on collaboration, distributed leadership and student learning	<p>Teacher Attitudes Survey targets to be constructed as test shape and detail is made known.⁴</p> <p>Leadership profile sits within the state 40th-60th percentile range.</p>	<p>Implement new leadership profile and team structures</p> <p>Explore PLT models as driver of improved practice and to align with new PDP process</p> <p>Review meeting schedule to provide improved capacity for collaborative teacher work and professional learning</p>	<p><u>2014 -2015</u> Review team and leadership roles and structures Consult and propose new model(s) Externally advertise key roles in Leadership structure</p> <p>Resource and implement new team and leadership structures</p>	<p>Leadership of Strategic Plan elements and new initiatives taken on by Leading Teachers and Domain heads</p> <p>More effective and collaborative teacher work in development, documentation and implementation of Strategic Plan including curriculum and implementation of pedagogical initiatives</p>
To improve efficiency in the use of human and financial resources	A budgetary surplus is sustained in each of the Plan years.	<p>Review programs that may not be sustainable or are resource rich.</p> <p>Rationalise staffing and expenditure by removing ineffective or uneconomic programs</p>	<p><u>2014</u> Review capacity to continue internal provision of VCAL and other smaller programs</p> <p>Identify alternative options to ensure student pathways are available beyond the school.</p>	<p>Decisions on course offerings are made with active and broad consideration of cost impacts and opportunity costs. Students are made aware and are explicitly counselled regarding alternatives to VCE and community based learning options.</p>
To raise the profile of the school and improve its perception in the community	<p>An increase in positive media reporting of the school as measured by Google Alert feature.</p> <p>Increased attendance at Open Nights- attendance data to be recorded</p> <p>College website relaunched in Term 4 2014.</p>	<p>Increase resourcing of Publicity /Marketing role</p> <p>Develop and document a Marketing and Public Relations strategy</p> <p>Sustain, and further develop outreach programs to local PS</p> <p>Redesign College website</p>	<p><u>2014</u> Increase time allowance or remuneration for Publicity role</p> <p>Marketing/Publicity Coordinator to document PR and Marketing strategy.</p> <p>Investigate website design options Engage web design contractor Liaise with designers Recreate , review necessary content</p> <p>Ensure high quality, current, relevant content only uploaded</p> <p>Develop protocol and staff role responsibility for website maintenance</p>	<p>Increased attendance at Open Nights and Information Evenings</p> <p>Positive feedback from community members about the school</p> <p>Positive feedback and support from local Primary schools and Principals</p>

⁴ DEECD is currently reviewing the Staff Survey structure and content
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Strategic Intent - Productivity				
Goals	Targets	Key Improvement strategies	Actions (by year)	Achievement Milestones (changes in practice and behaviour)
To improve the external and internal appearance of the school buildings	Painting works completed by end 2014.	Repaint external aqua colour Repaint areas of brickwork where necessary Repaint internal common surfaces in consistent palette throughout Replace scratched/damaged windows Upgrade classroom floor coverings in areas of identified need and/or where safety demands Rework entry spaces –main building Document strategy identifying major priorities for further internal /external works	<u>2014</u> Seek quotations for works Seek Finance and Council endorsement in principle Engage contractor(s) Commence works Term 2 Painting works completed Term 4 <u>2015</u> Re-Design and renovate entry areas consistent with previous painting works and new signage Resources Committee to conduct audit to identify strategic and pressing areas for attention	Growth in school pride and positive expressions of school environment by students, teachers parents and broader community Shift in community perception and attitude to the school
To improve the appearance of the school grounds (apart from Centre Rd frontage)	New hard court surface in place by Term 4 2014. By end 2014 weed species removed along with dangerous trees. Tree and shrub removal completed to improve sight lines By end 2016 planting program is completed	Revamp hard court area at entry to school Strategically remove weed species and/ or dangerous trees. Remove shrubs/trees obscuring sight lines to improve student safety and monitoring Develop planting program for school grounds including shade trees and local provenance indigenous species for garden beds (beyond	<u>2014</u> Remove Cyclone wire fencing around basketball courts Replace basketball towers/rings to be OHS compliant and reversible (for netball) Resurface Courts with <i>Flexi-pave</i> and re-line <u>2015</u> Council Resources Committee to develop a clear strategy to give guidance on plant selection and location, including removal of weed species and problematic trees/shrubs <u>2016</u> Planting of grounds consistent with	Growth in school pride and positive expressions of school environment by students, teachers parents and broader community Community perception and attitude to the school shifts

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Strategic Intent - Productivity				
Goals	Targets	Key Improvement strategies	Actions (by year)	Achievement Milestones (changes in practice and behaviour)
		Centre Rd frontage)	Resource Committee advice	
To revitalise college land on the Centre Rd frontage	<p>By end 2014 partnership with Monash council is agreed</p> <p>By Term 3 2014 area made safe for works – tree works completed</p> <p>Master Plan Phases completed on schedule.</p>	<p>Develop in conjunction with City of Monash Urban Design Unit a Master Plan for the area consistent with initial plans laid out in the 2013 Communities for Nature Grant application</p> <p>Apply for grant funding and to NEVR to assist in development of Master Plan and associated works</p> <p>Implement the Master Plan in a staged manner 2014-217 (and beyond)</p>	<p><u>2014</u> Facilitate a partnership with Monash Council Liaise with local councillors Develop a Master Plan Allocate significant school funds to the project Make area safe for further improvement works with particular focus on tree safety Conduct community consultation process</p> <p><u>2014-2015</u> Commence <i>Phase 1 of Master Plan</i> including tree and shrub removal work, vermin removal, weed treatments, initial landscaping/path construction/ clearing of debris</p> <p><u>2016</u> Implement <i>Phase 2</i> including planting, new fencing/bollarding</p> <p><u>2016-2017</u> Implement <i>Phase 3</i> including restoration of horticultural shed and revitalisation of old garden beds as a community garden</p>	Students, staff and broader community able to access Centre Road area for recreation, learning, engagement and sense of wellbeing
To improve ICT systems and structures to facilitate leaning, engagement, wellbeing, communication, data collection and knowledge management	<p><i>Compass</i> Reporting and Parent Teacher bookings implemented b end Semester 1 2014</p> <p><i>Compass</i> Learning Tasks trialled in Semester 2 2014.</p> <p>Chronicle Outcomes implemented fully by end 2014.</p>	Explore and implement relevant <i>Compass</i> modules	<p><u>2014-2015</u> Explore <i>Compass</i> Calendar, Learning Tasks, Chronicle Outcomes, Parent Payments, Ordering, ongoing assessment functions e.g. GPA,</p> <p>Implement by end of Semester 1 2014</p> <ul style="list-style-type: none"> • <i>Compass</i> Reporting program • <i>Compass</i> Progress Reports • <i>Compass</i> Parent Teacher software 	<p>Parents make payments and give consent for activities online.</p> <p>Staff ordering procedures are conducted via <i>Compass</i> and are directly linked to CASES.</p> <p>Students, teachers and parents track learning progress through GPA or similar system.</p>

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Strategic Intent - Productivity				
Goals	Targets	Key Improvement strategies	Actions (by year)	Achievement Milestones (changes in practice and behaviour)
	<p><i>Compass</i> Parent Payments implemented by end term 3 2014</p> <p><i>Compass</i> Calendar function is implemented as it is available (by Semester 2 2015)</p> <p>Staff utilising Google Drive features for 2014 Performance Development Cycle.</p> <p>Student Google Accounts created and distributed by end 2014.</p>	<p>Trial <i>Google Drive</i> features at a system level.</p> <p>Explore utility of implementing Microsoft 365 to facilitate collaborative work</p> <p>Broaden use of SPA*</p>	<p>Introduce and train staff to facilitate use of Google Drive and Google Apps for teacher collaboration and student learning.</p> <p>IT technicians to investigate and provide technical advice re utility of Microsoft 365 for teacher and student use.</p> <p><i>Refer to Achievement goal - data - for actions</i></p>	<p>Student assessment tasks are increasingly set, accessed and submitted online</p> <p>Teachers and students frequently employ collaborative technologies to learn and collaborate in learning activities and curriculum planning.</p> <p><i>Refer to Achievement goal - data – for milestones</i></p>
To improve structures for the delivery of curriculum and pedagogy	<p>Review completed in 2015 with recommendations to Curriculum Committee.</p> <p>Agreed model implemented from 2016.</p>	<p>Conduct critical review of existing scheduling/timetable model</p> <p>Explore other models in other settings</p> <p>Implement most powerful model</p>	<p><u>2015</u> Conduct review Team to explore other models propose alternative models</p> <p><u>2016</u> Implement model based on advice of team and consultation.</p>	<p>Greater awareness and openness to what research says about scheduling. Increased informed teacher professional discussion about learning</p> <p>Application of a scheduling mode that reflects contemporary research.</p>