

School Strategic Plan 2021-2025

South Oakleigh Secondary College (8801)

SOUTH OAKLEIGH COLLEGE



Submitted for review by Helen Koziaris (School Principal) on 11 February, 2022 at 12:29 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 18 February, 2022 at 11:12 AM

Endorsed by Mitzi Sneesby (School Council President) on 18 February, 2022 at 06:52 PM

School Strategic Plan - 2021-2025

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School vision	<p>At South Oakleigh College 'we are committed to developing the whole child'. Our mission is to inspire all students to love learning; to be active and engaged in all aspects of their learning; to aim for academic excellence while developing and learning about themselves. Each of our students has different talents and abilities and we offer a range of opportunities so that individuals can achieve their potential and become confident, respectful and effective learners able to contribute constructively as global citizens.</p> <p>Our College motto 'knowledge conquers all' is reflected in working with all members of our community to understand the learning and about each other respecting our differences and abilities. Our vision and values statement : celebrating diversity and encouraging our students to develop a strong sense of social responsibility, empathy and compassion for others. A well balanced person - whose social involvement, meaningful relationships and purposeful life are complemented by academic achievement. Our core purpose - our mission is underpinned by the following shared values which are woven through all facets of school life:</p> <ul style="list-style-type: none">- High Expectations of self and others by challenging ourselves and the status quo to become better every single day by always 'being the best we can be every day'- Respect for ourselves, each other, and the environment. This includes treating others how you want to be treated, actively listening to others, having high regard for yourself and others in the learning environment, and understanding and responding appropriately to difference.- Responsibility for our own actions and our community, including attending school on time with correct uniform and learning materials, understanding learning intentions and how these can be achieved, submitting work on time, and accepting consequences for your actions.- Resilience to embrace challenges with optimism and perseverance, taking realistic steps when facing challenges while using feedback to grow and improve, exploring different ways to learn and achieve your goals, and using initiative when asking for regular help if you need it.- Teamwork is working co-operatively and constructively with others while valuing feedback and utilising your own strengths to encourage and enable those around you. This includes giving, receiving, and applying constructive criticism and feedback from fellow team members.
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<p>School values</p>	<p>South Oakleigh College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of a strong partnership between our school and parents/carers with a focus on to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>as a community we share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of High Expectations Respect, Responsibility, Resilience Teamwork at every opportunity.</p> <p>The programs and teaching at South Oakleigh College support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"> - elected government - the rule of law - equal rights for all before the law - freedom of religion - freedom of speech and association - the values of openness and tolerance.
<p>Context challenges</p>	<p>South Oakleigh College is in the city of Monash , but bordering Kingston Council in the south-eastern suburbs of Melbourne, approximately 20 kilometres from the Melbourne Central Business District. The college community lives and learns on the lands of Bunurong and Wurundjeri people of the Kulin Nation. Our school currently has a population of approximately 720 students with increasing enrolments in the last 4 years With increasing student numbers there has been an increase in the number of new teachers employed over the last three years and has also contributed to an increase in subject offerings.</p> <p>The school community is very multicultural with staff and students from over 40 countries, with the two largest cohorts of students from Greek and Indian backgrounds. The school's SFO is 0.4665 with an SFOE Index 0.3749.</p> <p>The school has a sound financial position and various areas have been resourced both staffing and physical resources to improve both buildings and grounds to improve visibility and practical use for students and staff SOC is part of the OEP with a focus between the three school of Transition, STEM and Japanese language to improve both transition and Design thinking from the two closest schools - this collaboration of the three schools has seen an increase in numbers of students attending the school, particularly with Oakleigh South Primary School, and Huntingdale students numbers also increasing and remaining in double digits</p> <p>The school offers a unique Accelerated program to students who excel in English, Mathematics and Science where students sit entry</p>

	<p>exams to be placed in one, two or all of these subjects as part of our Accelerated program the students still have the opportunity to interact and sit alongside peers in other subjects.</p> <p>Students are also offered extensive opportunities for students to explore their interests through:</p> <ul style="list-style-type: none"> • Year 10 students are provided with access to VCE subjects providing opportunities for breadth, extension and acceleration. In 2022 over 40 % of our Year 10 students are enrolled in one or more VCE subjects. • Year 12 students are provided with an opportunity to explore Year 1 University courses in an area of interest through Deakin and Monash Universities • Student Leadership opportunities – SRC, College Captains and House Captains • Sports Development Program in football, Basketball soccer and netball overseen by elite Sports representatives in the Sport • Enrichment clubs • InterScience2 and Women in STEM have been a highlight for our students who have access to these programs via Monash University • Volunteer Programs abroad and NASA experience • Camps across the Year level – including Music, sailing, study and transition camps • Monash Tech School Experiences promoting learning through engaging activities and a different classroom experience <p>The school is organized into three Sub-Schools - Junior, Middle and Senior headed by a Director of Students and supported by Year level Leaders, looking after all student needs including transition into secondary school and as they move through the Years. Our Director of Students Wellbeing and designated staff positions support the Years 7–12 student wellbeing program this includes our Mental Health Practitioner, and Regional resources including Student Support Services Officers, Social Workers and pre-service counsellors, and community organisations. our House system is led by our House Leaders with the focus on Positive Education, connectedness and Respect and Responsibility, supporting student development of self and community through a vertical Mentor System.</p>
<p>Intent, rationale and focus</p>	<p>South Oakleigh’s vision for learning creates the narrative for change, and draws our focus to the values and beliefs at the heart of teaching and learning. Classrooms will be engaging, and learning programs will be challenging that create the optimal conditions for student learning, including supporting parents as first educators and partners in education. Teachers will model lifelong learning as they build reflection and deep levels of thinking into their practice that challenge themselves and their students to co-construct and apply new knowledge. As 'Learning Partners' both the school and home play a critical role in encouraging and promoting opportunities for students to become more engaged with their school work, achieve better academically, stay in school longer and develop better social skills. The continued development of the 'learning partnership' will articulate the High Expectations for all members of our community and links to to our goal to maximise student engagement and wellbeing.</p> <p>At Oakleigh College we aim to maximize learning growth for all students at their point of need, developing learners who are</p>

respectful of diversity, self-aware, and able to navigate social relationships. Through year 7-10, there will be a particular focus on achieving growth in literacy, numeracy, the personal and social capabilities, and critical and creative thinking. Improving in these areas will develop the knowledge, capabilities and attributes that will see our students achieve success at school and thrive throughout their lives. Students will be given the opportunity, to make purposeful contributions to their learning environments, Our aim is to empower all students to learn and achieve, to experience high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.

We know that listening to and acting on student preferences, interest and perspectives helps students feel invested in their own learning. Throughout the SSP, there will be a focus on extending student agency in their learning, leading to improvements in achievement, engagement and wellbeing. It is important that all students believe that they are capable and valued members of our school community. Teachers will embed opportunities within lessons for students to develop agency, and in doing so become independent and self-regulating learners who take responsibility for their learning and lives. Students will be pressed to think deeply about their learning and set and monitor learning goals that use reflection strategies and exercise agency relating to their learning experience.

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Goal 1	To increase student learning outcomes.
Target 1.1	To increase NAPLAN above Benchmark Growth: <ul style="list-style-type: none">• reading from 23% (2021) to 28% (2025)• writing from 25% (2021) to 30% (2025)• numeracy from 14% (2021) to 25% (2025)
Target 1.2	To increase the percentage of the students in the top 2 NAPLAN bands at Year 9 who were in the top 2 bands at Year 7: <ul style="list-style-type: none">• In reading from 52% (2021) to 60% (2025)• In writing from 32% (2021) to 40% (2025)• In Numeracy from 44% (2021) to 50% (2025)
Target 1.3	To increase the percentage positive response on the AtoSS factors: <ul style="list-style-type: none">• Differentiated learning challenge from 60% (2021) to 70% (2025)• Stimulated learning from 59% (2021) to 70% (2025)

Target 1.4	<p>To increase VCE results:</p> <ul style="list-style-type: none"> • Median Study Score from 29 (2020) to 30 (2025) • Percentage of students with Study scores above 40 from 2.7% (2020) to 6.5% (2025)
Key Improvement Strategy 1.a Building practice excellence	Build teachers' curriculum knowledge and use of the College instructional model
Key Improvement Strategy 1.b Building practice excellence	Strengthen the data literacy of all staff across the school
Key Improvement Strategy 1.c Curriculum planning and assessment	Review and strengthen the senior program to provide more options for students
Key Improvement Strategy 1.d Evaluating impact on learning	Embed collaborative practices and refine the implementation of Professional Learning Communities (PLC)
Goal 2	To maximise student engagement and wellbeing.
Target 2.1	<p>To increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> • School connectedness from 50% (2021) to 60% (2025) • Student voice and agency from 46% (2021) to 55% (2025) • High expectations for success from 73% (2021) to 80% (2025)
Target 2.2	<p>To increase the percentage positive response on the Staff Opinion Survey components:</p> <ul style="list-style-type: none"> • Differentiated learning activities from 47.1% (2021) to 55% (2025)

	<ul style="list-style-type: none"> • Teacher collaboration from 40% (2021) to 60% (2025)
Target 2.3	<p>To increase the percentage positive response on the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 71% (2019) to 80% (2025) • Student motivation & support from 62% (2019) to 70% (2025) • Student voice and agency from 77% (2019) to 85% (2025) • Promoting positive behaviour from 76% (2019) to 85% (2025) <p>*2019 last year of reliable data</p>
Target 2.4	To decrease SWPBS notifications with 2022 to be the benchmark and a target to be set at the end of 2022.
Key Improvement Strategy 2.a Health and wellbeing	Establish and embed a school wide approach to positive behaviour support (SWPBS)
Key Improvement Strategy 2.b Building practice excellence	Improve staff collaboration with a focus on Teaching & Learning
Key Improvement Strategy 2.c Empowering students and building school pride	Develop a common approach to student voice and agency across the school
Key Improvement Strategy 2.d Health and wellbeing	Refine the Mentor program to embed the positive education model and strengthen community outreach

