

# OAKLEIGH EDUCATION PLAN

2020-2024



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# ACKNOWLEDGMENT OF COUNTRY

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The Victorian State Government, Department of Education and Training, acknowledges the Traditional Owners of the lands of Oakleigh, and pays its respects to their Elders past, present and future.

The Department of Education and Training is committed to honouring Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

# EXECUTIVE SUMMARY

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In April 2018, the Victorian Government announced it would develop the Oakleigh Education Plan (the Plan), with the aim of reforming local secondary education. This decision to establish the Plan was made in response to community concerns about the need to improve local learner engagement, achievement and wellbeing outcomes.

The purpose of the Plan is to deliver educational reform to meet the needs of the growing population and high expectations of the Oakleigh community. The Plan seeks to improve students' outcomes to empower them with the skills, knowledge and relationships they need to build healthy, happy and prosperous lives.

Community consultation on the Plan took place between April and June 2019. A survey and three community engagement workshops were conducted with students, teachers, school communities and local residents. These activities enabled participants to share ideas and provide their views on secondary school education in the Oakleigh area.

Consultation identified the community's appetite for expanded opportunities for students in science, technology, engineering and maths (STEM), sports, humanities and social sciences. It also highlighted the need for more effective and seamless transitions from primary to secondary school, and more consistent areas of educational focus.

Analysis of local provision indicates that there is capacity in the Oakleigh area for current secondary school provision to meet anticipated enrolments over the next 20 years. However, detailed assessment of the student enrolment patterns within the area identified that there is an uneven distribution of students across the secondary schools, with significant underutilised capacity at South Oakleigh Secondary College.

Enhancing provision at South Oakleigh Secondary College, through expanding student learning opportunities and improving school facilities, will lift community perceptions of the school, and have a positive impact on enrolments and student engagement, achievement and wellbeing outcomes.

The Oakleigh Education Plan formalises a Learning Precinct involving SOSC and its two key partner schools, Oakleigh South Primary School and Huntingdale Primary School, to connect and collaborate more purposefully with a shared goal of achieving educational excellence.

A Strategic Advisory Group (SAG), with the principals from the three schools, has shaped the development of the Plan and its vision, ensuring it has the Oakleigh community's needs and aspirations at its heart.

The vision for the Plan reflects the community's emphasis on high-quality education provision with high expectations for students, and strong STEM education to prepare students for a technology-rich future. The vision is '*To create a student-focused Learning Precinct that connects three schools engaged in collaborative STEM teaching and learning*'.

To achieve the Plan's vision of a coordinated and student-focused Learning Precinct, it will deliver three interconnected strategies:

- develop a connected Learning Precinct
- foster academic excellence through STEM partnerships
- promote the Learning Precinct across the community to build pride and confidence in government schools.

These strategies are aimed at linking the three schools and leveraging their current relationships to improve students' access to rich curriculum opportunities by enhancing teaching expertise and capability in STEM learning domains. The Plan involves SOSC partnering with experts in design and delivery of STEM programs, including the Monash Tech School, to provide students with access to contemporary and expert-informed learning opportunities. STEM programs will develop students' problem-solving and critical thinking skills based on local industry needs in order to equip students for the future of work.

To support the delivery of the STEM programs, the Plan will build the capacity of teachers to ensure a highly motivated and knowledgeable workforce. This will foster a culture of innovative teaching to deliver engaging, deep and real-world learning experiences that focus on learning growth for every student.

To raise the community profile of the Learning Precinct and build stronger community confidence in SOSC, the Plan will create a shared vision, values and culture for the precinct that reflects how the schools would like to be regarded by the community and sets high expectations of students.

The Plan represents a key marker for educational change in the Oakleigh community. Through it, the three schools will strive for excellence in STEM education and a shared reputation, acknowledged by the community, as a modern and world-class education precinct that develops young adults' skills and capabilities and prepares them for their futures.

# CONTEXT

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## THE EDUCATION STATE

The Victorian Government has invested \$5 billion to make Victoria the Education State, improving outcomes for every student, in every classroom, in every school and for all communities. The Education State is building a system that provides all students with the knowledge, capabilities and attributes that will see them thrive throughout their lives, and equips them with the skills that industry needs and that employers expect.

The ambitious Education State school targets focus our efforts on the things that promote excellence across the curriculum, foster the health and wellbeing of students and break the link between disadvantage and student outcomes.

These targets reflect our ambition to improve outcomes for children and young people:

- **Learning for Life**
  - Helping more students achieve excellence in reading, maths, science, critical and creative thinking, and the arts.
- **Happy, Healthy and Resilient Kids**
  - Building the resilience of our children and encouraging them to be more physically active.
- **Breaking the Link**
  - Ensuring more students stay in school and breaking the link between disadvantage and outcomes for students.
- **Pride and Confidence in our Schools**
  - Making sure every community has access to excellence, in every government school and classroom.

The Framework for Improving Student Outcomes (FISO) has been developed to help schools and education partners to focus their efforts on key areas that are known to dramatically increase attention to student learning and have the greatest impact on school improvement, enabling principals, school leaders, teachers, students, parents, regional staff and policymakers to work together to create better outcomes for our students.

## WHAT IS AN EDUCATION PLAN?

An Education Plan is a tool to harness collective responsibility for transforming education in a community, with a focus on improving learner achievement, engagement and wellbeing outcomes. The key characteristic of an Education Plan is that the needs and aspirations of the community guide its development. Local stakeholders collaborate to identify the challenges to improving these outcomes, and to find holistic, comprehensive solutions tailored to their local context.

The process of developing an Education Plan can forge strong, ongoing connections between these local stakeholders – including education providers (early years, primary and secondary, post-secondary), families, and community, industry, government and support services. It can inspire engagement and commitment to the success of government education by ensuring learning and development are firmly positioned at the heart of the community.

## WHY HAVE A PLAN?

The Education State reforms are driving improvements at all levels of the system to help education providers of early childhood services through to post-secondary services achieve equity and excellence for our children and young people.

However, for some communities where achievement, engagement and wellbeing outcomes for children and young people have stalled or are inconsistent, the challenges to achieving excellence are particularly complex and multifaceted. Often addressing these challenges is beyond the reach of a single school or service, as they stem from geographic and demographic factors, and the level of resources available. Education Plans bring

together partners across a community in order to generate a greater collective capacity to respond to the identified challenges impacting on learner outcomes.

Other school communities face different types of challenges, including in relation to education provision and enrolment pressure.

The Department works in collaboration with a range of stakeholders, such as the Victorian Planning Authority and local government, to advise Government when and where provision needs to be expanded, including through new schools, to meet growing demand. While the most intense and sustained population growth is being experienced on Melbourne's outer metropolitan fringe, challenges are also being experienced in established and infill areas within inner and middle suburbs, including the Oakleigh area. These challenges include localised enrolment pressures at some schools and under-enrolment at others.

## **HOW THE OAKLEIGH EDUCATION PLAN WAS DEVELOPED**

### **Initial development**

The 2018-19 State Budget allocated funding to develop the Oakleigh Education Plan, with the aim of reforming local secondary education. This decision to establish the Plan was made in response to community concerns about the need to improve local learner engagement, achievement and wellbeing outcomes.

### **Community engagement**

Community consultation on the Plan took place between April and June 2019. A survey and three community engagement workshops were conducted with students, teachers, school communities and local residents. These activities enabled participants to share ideas and provide their views on secondary school education provision in the Oakleigh area. An online survey for students at SOSC was also conducted to capture students' perspectives.

The community engagement activities resulted in the participation of more than 400 people. Workshops were attended by 75 students, teachers, staff, parents and carers; there were 171 responses to the student survey and 199 responses to the parent and carer survey. In total, 1,370 individual comments were analysed.

The survey elicited a diverse range of responses from across the community. Respondents were from 18 different postcodes, eight secondary schools and six primary schools, who reported speaking 27 different 'home' languages. A summary of the community consultation findings is at Appendix 2.

### **Defining the scope of the Oakleigh Education Plan**

A complete picture of education provision and community needs was built through the consultation activities, combined with research about education provision and local economic development.

The Department conducted provision analysis including an assessment of population and enrolment forecasts and the capacity of existing schools to accommodate growth. This analysis focused on the secondary school network within the Oakleigh area, including Bentleigh Secondary College, Glen Eira College, McKinnon Secondary College, Westall Secondary College and SOSC.

The provision analysis indicated that there is capacity in the Oakleigh area for current secondary school provision to meet anticipated enrolments over the next 20 years. However, detailed assessment of the student enrolment patterns within the Oakleigh area identified that there is an uneven distribution of utilisation across this group of secondary schools, and that there is significant underutilised capacity at SOSC.

In 2019, with an enrolment of 566, the school had available spare capacity of 359 secondary places, a result of the majority of students residing within its zone choosing to attend a school other than their designated neighbourhood (or local) school.

Further analysis also identified that SOSC had not attracted recent infrastructure investments that had flowed to SOSC's neighbouring schools and that this has been a contributing factor behind the proportion of students within the SOSC zone choosing to attend another school.

Combined analysis of these research activities and consultation findings led to narrowing the focus of the Plan on SOSC as the school presented the most significant opportunity across the Oakleigh community to instigate educational change through an Education Plan. This opportunity included the potential to expand student

learning opportunities, enhance facilities and influence community perceptions in order to lift enrolments, and raise the level of student engagement, achievement and wellbeing outcomes.

This focus then led to identifying neighbouring schools that are best placed to partner in, support and benefit from educational change at SOSC. Oakleigh South Primary School and Huntingdale Primary School were considered most suitable as they have the closest relationships with SOSC and provide the bulk of SOSC's Year 7 student enrolments. The scope of the Plan was therefore defined as SOSC, Oakleigh South Primary School and Huntingdale Primary School.

## Governance

The development of the Plan was led by strategic and operational teams, including:

- A SAG that provided strategic advice to the Department of Education and Training (DET) and partner organisations regarding the development of the Plan. SAG had responsibility for recommending the Plan to DET for endorsement. Membership of SAG is at Appendix 1.
- A Program Control Board that endorsed the Plan and is the decision-making body responsible for overseeing the whole project lifecycle and management of each Plan.
- A Project Team that provided project management and coordination of all stages in the development of the Plan.

## THE OAKLEIGH COMMUNITY

### Overview

Oakleigh is located in the Monash Local Government Area (LGA) in Melbourne's south-east. The Monash LGA has a population of 200,077 people according to the 2018 Australian Bureau of Statistics' report on the Estimated Resident Population (ABS, 2018).

The Monash LGA has a diverse multicultural resident base with a much higher proportion of the population born overseas (49 per cent) than the rest of Greater Melbourne (34 per cent).<sup>1</sup> Of the population in Oakleigh, 50 per cent speak at least one language other than English at home.<sup>2</sup>

### Local population growth

The population of the Monash LGA is expected to grow by more than 25 per cent over the period 2019 to 2041, from 197,313 to 249,287.<sup>3</sup>

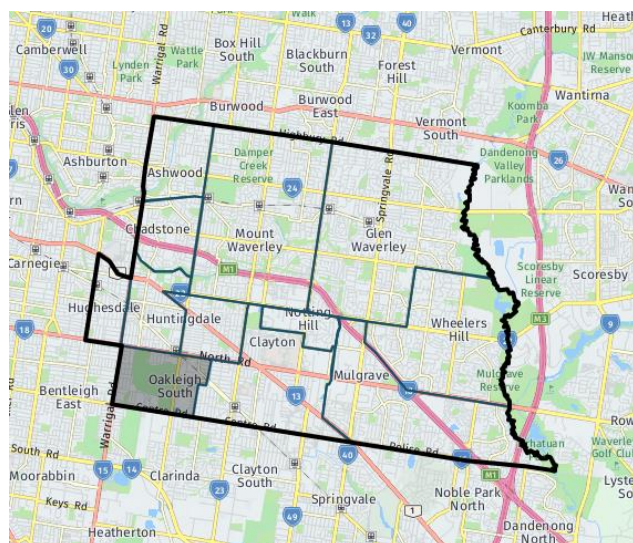


Figure 1: Monash LGA with South Oakleigh highlighted  
Map prepared by .id, the population experts, for the City of Monash, February 2019

<sup>1</sup> <https://healthy-and-resilient-monash-integrated-plan-2017-2018-our-community-snapshot.pdf>

<sup>2</sup> <https://profile.id.com.au/monash/highlights-2016>

<sup>3</sup> <https://forecast.id.com.au/monash/population-forecast>



The Oakleigh South population is expected to increase by over 50 per cent between 2019 and 2041, from 5,903 to 8,959 people.<sup>4</sup>

## Employment

There were 145,328 jobs located in the City of Monash in the year ending June 2019. The number of jobs has increased year-on-year from 2012 (116,403), growing by almost 25 per cent over seven years.<sup>5</sup>

## Monash LGA industry profile

The Monash LGA is home to major research facilities, including the CSIRO, Australian Synchrotron, Melbourne Centre for Nanofabrication and Australian Regenerative Medicine Institute. Several other scientific and commercial research centres are located in what is known as the Monash Science Technology Precinct. The Monash LGA is recognised as a National Employment and Innovation Cluster in *Plan Melbourne 2017-2050*.<sup>6</sup>

As a result of the presence of these technological industries, people who work in the Monash LGA are more likely to:

- be employed as professionals (28.7 per cent compared to 25.7 per cent in Melbourne)
- have a Bachelor or higher degree (37 per cent compared to 33.7 per cent in Melbourne)
- have engineering qualifications (13.2 per cent compared to 10.3 per cent in Melbourne)
- be 35 years old or over (65.6 per cent compared to 61.8 per cent in Melbourne)
- be in the top quartile of high-income earners (31.5 per cent compared to 28.0 per cent in Melbourne).<sup>7</sup>

The growth in jobs within the Monash LGA in the context of the nature of the technological industries present suggests high levels of current and future employer demand for skilled young adults with proficiency in STEM.

## EDUCATION PROVIDERS AND PARTNERS

### Early Learning Centres

The Monash LGA is home to 86 Early Childhood Education and Care Services – 36 are funded kindergarten programs, 44 are long day care services and six are non-funded long day care services.<sup>8</sup>

## Forecast population

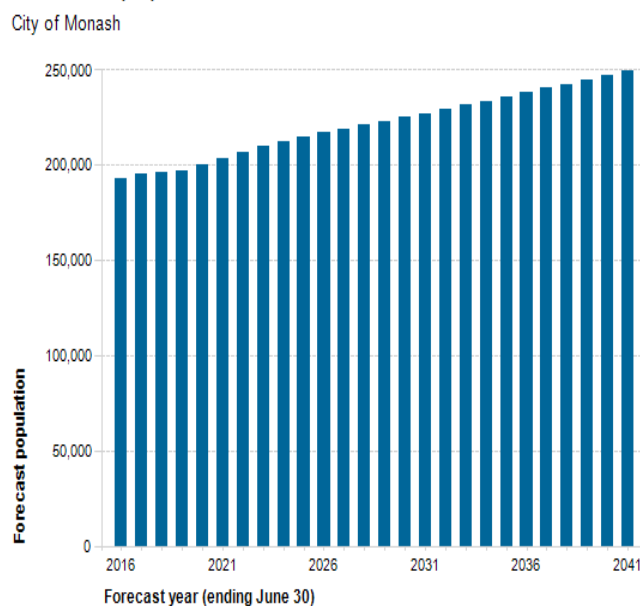


Figure 2: Population and household forecasts, 2016 to 2041, prepared by .id, the population experts, for the City of Monash, February 2019

<sup>4</sup> <https://forecast.id.com.au/monash/about-forecast-areas/?WebID=260>

<sup>5</sup> <https://economy.id.com.au/monash/local-jobs>

<sup>6</sup> <https://vpa.vic.gov.au/project/monash-employment-cluster/>

<sup>7</sup> <https://www.monash.vic.gov.au/files/assets/public/business/economic-development-strategy-and-action-plan-2018.pdf>

<sup>8</sup> <https://www.monash.vic.gov.au/Services/Community-Directory/Childcare>

## Primary schools

In the Monash LGA, there are 25 government primary schools. Those that are feeder schools into SOSC include Oakleigh South, Huntingdale, Oakleigh, Amsleigh Park, Clayton North, Coatesville (Glen Eira LGA) and Clarinda (Kingston LGA).

SOSC's nearest primary schools, and those with which it has developed the strongest connections, are Oakleigh South Primary School and Huntingdale Primary School.

Student enrolments at both Oakleigh South and Huntingdale primary schools have grown by around 10 per cent over the period 2016 to 2019. This growth suggests demand for local secondary education provision will continue to grow in future years as these students progress through and complete primary schooling.

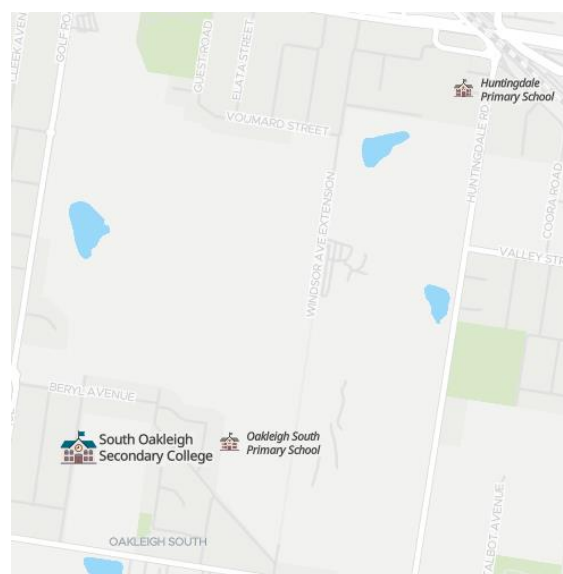


Figure 3: Learning Precincts schools – Schoolscape

Table 1: Student enrolments at Oakleigh South Primary School and Huntingdale Primary School

School	2016 enrolments	2019 enrolments	% change
Oakleigh South Primary School	945	1,039	9.9
Huntingdale Primary School	333	367	10.2

The data contained in the table was extracted in November 2019<sup>9</sup>

## Secondary school

SOSC is a co-educational government secondary college serving the area of Oakleigh and surrounding districts within the Monash LGA. Student enrolments at SOSC have also grown over the 2016 to 2019 period.

Table 2: Student enrolments at South Oakleigh Secondary College

School	2016 enrolments	2019 enrolments	% change
South Oakleigh Secondary College	438.6	525.1	19.7

The data contained in the table was extracted in November 2019.<sup>10</sup>

## Provision planning

Provision planning analysis was undertaken by Department of Education and Training to collect a broad view of the different programs delivered in local primary and secondary schools. The review included interviews with principals from the primary and secondary schools in Oakleigh and the surrounding areas to gather information about current schools' education provision and parents' perspectives on secondary schooling.

This analysis indicated that students in Oakleigh and the surrounding area often attend schools outside the zone in which they reside. A large proportion of students living in the SOSC catchment choose to attend schools outside their zone, creating enrolment pressures in neighbouring schools.

<sup>9</sup> <https://myschool.edu.au/>

<sup>10</sup> <https://myschool.edu.au/>

## Higher education

The Monash LGA is home to Monash University, the largest university in Australia by enrolments. Its Clayton campus had over 44,000 students (including online) in 2018.<sup>11</sup> The university houses large and sophisticated research facilities including the Monash Medical Research Institute and the Australian Regenerative Medicine Institute. The Clayton campus is located in close proximity to SOSC.

## Industry and community partners

### Monash Tech School

Monash Tech School, located at Monash University, is a high-tech facility where local students gain exposure to the latest technology and real-world industry problems to inspire their interest in science, technology, engineering and mathematics (STEM). Students participate in hands-on, multi-day programs that focus on design-based learning program using real-world problems workshopped with local industry, which build students contemporary capabilities. The learning programs offered are mapped to the curriculum and integrated into core teaching and learning of partner schools, which is facilitated by integrated professional development.

### Monash University

Monash University's Engineering and Science degrees offer a large number of major studies across the broad fields of biological sciences, biomedical and behavioural sciences, earth and environmental sciences, mathematical computational sciences, and physical and chemical sciences.

Recent labour market research suggests engineering degrees will be in high demand over the next 10 years in Australia.<sup>12</sup> The Faculty of Engineering offers a range of specialisations in aerospace, chemical, civil, electrical and computer science, environmental and software engineering, among others. In 2019 the Faculty launched the Monash Engineering Girls Program, which invites girls in years 9 and 10 to participate in free engineering workshops to encourage them to explore careers in engineering.

### Holmesglen

Holmesglen offers a number of pathway programs including vocational courses in engineering and technology, apprenticeship opportunities and Bachelor Degrees.

## PREVIOUS AND CURRENT INITIATIVES TO IMPROVE EDUCATION OUTCOMES

### School networks

The staff of SOSC, Oakleigh South Primary School and Huntingdale Primary School are active members of the Monash Network and are currently collaborating in Communities of Practice to improve student social, emotional and learning outcomes.

### Professional Learning Communities

SOSC has participated in a Professional Learning Community program with other secondary colleges to deploy an evidenced-based approach to school improvement.

### School Strategic Plans (SSP)

The SOSC Strategic Plan (2018-2022) focuses on developing closer connections with local primary schools.

The Oakleigh South Primary School SSP (2020-2024) focuses on further developing the adoption and use of coding and robotics to the school's teaching and learning program.

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<sup>11</sup> <https://www.monash.edu/about/who/glance>

<sup>12</sup> <https://www.monash.edu/engineering>

A Huntingdale Primary School SSP (2020-2023) will be devised in early 2020. The emphasis of the SSP will be to extend the school's Japanese bilingual model to deliver the Victorian Curriculum 50 per cent in Japanese and 50 per cent in English from years 3 to 6.

## **STEM**

Oakleigh South Primary School is currently building a STEM room to commence in 2020 for students from Years 1 to 6. This will enable it to share learning technologies with other schools in the Oakleigh Learning Precinct which will enhance student transitions into SOSC.

SOSC runs advanced science programs that form part of its transition program for students from Huntingdale Primary School and Oakleigh South Primary School.

SOSC has also participated in the Primary Maths and Science Specialist program and is seeking to expand opportunities for students in STEM.

SOSC is the first school in Australia to implement a robust and evidence-based learning technology called SMALLab. This is a mixed-reality space initiative which uses motion-capture technology to enable students to interact with 3D simulations in a virtual reality space. Research conducted at Arizona State University has demonstrated that SMALLab improves student engagement and increases student achievement.

The use of SMALLab at SOSC is in its early stages and would benefit from more integrated and targeted STEM content delivered through the Victorian Curriculum and in fit-for-purpose classrooms.

SOSC aims to share this technology with local early learning centres and local primary and secondary schools.

## **Language programs**

Huntingdale Primary School is expanding its bilingual Japanese program and shares its Japanese teachers with SOSC. In four years' time, Huntingdale Primary School is expected to become a fully bilingual school.

# THE CASE FOR CHANGE

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Targeted engagement activities with the Oakleigh community were aimed at listening to the community's perspective on what makes a good school, barriers that learners in their community face to a quality education and factors that influence school choice. These engagement activities, combined with provision analysis, highlighted a range of interrelated factors impacting on students' achievement, engagement and wellbeing outcomes, particularly at SOSC.

## **Challenges to improved student outcomes**

### **Poor quality school infrastructure**

The community regards SOSC's facilities as poor, under-utilised and under constant maintenance or shutdown, thus limiting access for students. Comments were received about the facilities being outdated and limiting opportunities for students in STEM, sports, humanities and social sciences – considered by the community as key skills for the future. Primary school principals indicated that parents placed a high value on modern and well-equipped science and technology and sporting facilities in secondary colleges.

These perceptions reflect the fact that SOSC has not received significant infrastructure investment for many years. Its facilities are dated and in generally poor condition, requiring high levels of maintenance. For example, SOSC's technology facilities were originally built in 1968 and its main administration building was last refurbished in 1999.

Huntingdale Primary School recently received funding to build new learning spaces, and Oakleigh South Primary School has constructed a STEM room to open in 2020.

### **Lack of capacity and capability for schools to meet parents' expectations and prepare students for their futures**

Many parents in the Monash LGA work in medical, technological and science-related industries. These professionals are generally highly qualified and have high expectations for their children's success. Community feedback identified a growing and strong desire of parents for their children to achieve high Australian Tertiary Admission Rank (ATAR) scores.

Community feedback also indicated that secondary schools in the areas surrounding SOSC are seen as offering better prospects of gaining high ATAR scores and having a more desirable culture of high expectations and modern facilities. The community's views were based on assumptions and experiences that SOSC has more limited capacity and capability than other secondary schools to offer a rich curriculum with a diverse range of engaging learning experiences that will prepare students for a skilled future. This is, in part, due to the smaller student enrolment size of SOSC compared to neighbouring schools.

### **Limited subject offerings**

Consultation with the community indicated that the range of subject offerings at SOSC, particularly at VCE level, is seen as limited and traditional, and not aligned to the expectations of parents and students. Parents consider other secondary schools offer a wider range of subjects and are perceived as achieving better results, reflected by significant numbers of students leaving SOSC in Years 9 to 11.

SOSC's limited capacity to offer a broad range of subjects is due largely to its smaller number of students compared to neighbouring schools and therefore its limited staffing expertise and flexibility.

### **Variability of student engagement and achievement outcomes**

Feedback from the community emphasised that SOSC is seen as not having a strong academic focus, particularly in comparison with other schools. The community holds a view that SOSC has not consistently improved student outcomes in recent years, and that the school's results fluctuate more than neighbouring schools.

This feedback emphasises the strength of community perceptions about a school, particularly as SOSC's student outcomes are often not dissimilar to those of schools perceived as higher performing, especially at

VCE level. SOSC's VCE results have also remained consistent over the last two years with a study scores mean of 29 in 2017 and 2018, which is above the State average of 28.<sup>13</sup>

## Impacts

These challenges have had a major impact on SOSC, particularly in recent years. Most significantly, SOSC has developed an unenviable reputation across its local community. It not seen as a school of choice for local students and many bypass it for other schools. This has led to enrolment imbalances across the local area, with SOSC being under-utilised in terms of student population as a proportion of school capacity, and neighbouring schools facing increasing demand and enrolment pressures. As a result, secondary schools in SOSC's neighbouring suburbs have needed to increase their capacities to cater for growing numbers of students, with enrolments in some schools climbing to well over 1,000 students, in comparison to SOSC's 2019 enrolment of 525 students.

The pressures associated with this enrolment drift are being further exacerbated by population growth across the Monash LGA area.

More significantly, there are potential impacts on individual students, with concerns that SOSC's limited capacity to deliver rich STEM learning experiences may be hindering students' ambitions or capacities to pursue further STEM-related studies. These rich learning experiences can inspire and ignite students' interest in pursuing further study or a career in a STEM field, as well as develop their skills and knowledge to prepare them for success. These concerns are particularly important given the range of STEM-related post-school study options, especially through Monash University and the technology-rich nature of the Monash LGA.

## Opportunities

There are a range of inherent opportunities presented by SOSC and its community that have the potential to be drawn on and maximised in developing and implementing an effective community-wide response to the identified challenges to improved student outcomes.

### Positive culture at SOSC

There is a warm and positive culture at SOSC. Through consultation, parents, carers and students indicated that SOSC is welcoming and has a strong community feel. The school was praised for openly accepting each child according to their abilities and welcoming diversity. They felt that the school's students have good relationships with its teachers and are well-behaved both inside and outside the school. They also like the energy, passion and commitment of the principal and leadership team and that the school responds quickly to queries or issues that are expressed.

Teachers and staff reported positive connections across the school and that it is a rewarding place to work. They also expressed that SOSC has a continuous learning and improvement culture that encourages students to achieve their best.

### Partnership with Monash Tech School

SOSC is a partner school with Monash Tech School, providing an existing relationship that is aimed at supporting students' achievement and engagement in STEM through programs hosted by Monash University. This recently-established partnership, formed since the Tech School was established in 2017, has been positively received at SOSC for providing a catalyst for raising the profile and importance of STEM education across the school community.

### Relationships across the three schools

SOSC, Oakleigh South Primary School and Huntingdale Primary School have all pointed to the positive nature of their relationships, and a willingness to deepen teacher and leadership collaboration. Teachers, in particular, mentioned that they would like to have more time to reflect and collaborate with peers. Potential areas identified for further collaboration include transition programs, co-creation of student assessments, lesson design, sharing effective practice and examining student data.<sup>14</sup>

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<sup>13</sup> <https://www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx>

<sup>14</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

The schools have also identified language programs as an area for deeper collaboration. Japanese is taught across the three schools, and SOSC offers an advanced program to cater for primary school students who come from the Huntingdale Primary School's bilingual program. The schools are keen to pursue opportunities for cross-discipline application of learning by integrating STEM content into Japanese language program curriculums. The intention is to ensure greater consistency of curriculum approaches across the schools, enabling clearer pathways for Year 6 students to continue with Japanese studies at SOSC, as well as providing a means of enhancing student engagement.

### **Responsiveness to community feedback**

The most highly regarded programs chosen by parents and carers who participated in the consultation survey included enhanced STEM opportunities, accelerated learning, future skills-enterprise, globalisation, problem-solving and language programs. The most highly ranked programs by students included sports, arts, outdoor education, STEM and languages.

A common theme from parents related to the need for their children to attend an academically oriented secondary school in order to improve their skills in STEM. The Education Provision Review indicated that primary school parents and principals would like to see more regular visits to SOSC for Years 5 and 6. In addition, they were interested in an increased number of joint activities with primary schools in STEM-related programs to nurture students' passion for STEM early in their education, leading to more attractive career choices in science and engineering.

This feedback provides an opportunity for SOSC and its neighbouring primary schools to demonstrate their receptiveness and responsiveness to community feedback as a means of meeting students' and parents' needs and expectations for school education in their community.

# A SHARED VISION

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The vision for the Oakleigh Education Plan has the Oakleigh community's needs and aspirations at its heart. The community's feedback has shaped the vision for education in Oakleigh; it reflects the community's emphasis on high-quality education provision with high expectations for students and strong STEM education to prepare students for a technology-rich future.

The vision for the Plan is *'To create a student-focused Learning Precinct that connects three schools engaged in collaborative STEM teaching and learning'*.

The precinct will be underpinned by the following principles:

- excellence in learning and learning
- positive relationships between all learners
- high expectations of teachers and students
- meaningful pathways for students based on effective partnerships between schools and with community partners
- providing students with a breadth of learning opportunities
- for SOSC to be considered as an educational destination of choice by families in the Oakleigh community.

## AIMS OF THE PLAN

The Plan will support the three identified schools to improve student outcomes through the four FISO priority areas:

FISO priority area	The Oakleigh Education Plan aims to:
Excellence in teaching and learning	<ul style="list-style-type: none"> <li>• achieve teaching and learning excellence across the three schools to improve student engagement and achievement outcomes, with a specific focus on STEM</li> <li>• develop sustainable teaching and learning capability across the schools</li> </ul>
Professional leadership	<ul style="list-style-type: none"> <li>• foster a culture of professional learning, innovation and collaborative leadership across the three schools</li> </ul>
Community engagement in learning	<ul style="list-style-type: none"> <li>• build pride and confidence in local government schools, particularly SOSC</li> <li>• strengthen lifelong learning pathways through local partnerships to improve student outcomes</li> </ul>
Positive climate for learning	<ul style="list-style-type: none"> <li>• rejuvenate and create spaces for contemporary STEM learning that cater for students' learning styles and needs.</li> </ul>



# REALISING THE VISION

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To achieve the Plan's vision of a coordinated and student-focused Learning Precinct, the Plan will deliver three interconnected strategies encompassing the six aims aligned to the FISO priorities.

## STRATEGY 1: DEVELOP A CONNECTED LEARNING PRECINCT

### Related aims:

- Foster a culture of professional learning, innovation and collaborative leadership across the three schools
- Strengthen lifelong learning pathways through local partnerships to improve student outcomes.

The Plan envisions the three schools working together by leveraging current relationships to improve students' access to rich curriculum opportunities by enhancing teaching expertise and capability in STEM learning domains.

Establishing a Learning Precinct will provide the local community with more connected education provision that ensures children and young adults have opportunities to access to programs with a shared focus across the three schools, enjoy a broad range of subjects and participate in learning opportunities delivered in modern, shared facilities. The Learning Precinct will help students to transition smoothly from primary to secondary and to post-school destinations, and encourage them to develop a stronger sense of belonging in the Oakleigh community.

Community consultation identified that local primary school parents and other community members see the need for a modern secondary school in Oakleigh that supports high-quality secondary school teaching and learning programs. The proposal to enhance SOSC by building a cutting-edge STEM specialist centre that caters for a range of hands-on technologies, and by providing new sports spaces, would benefit students at the three schools as well the broader Oakleigh community.

### Actions:

- Group the three geographically connected education providers across learning stages (primary and secondary schools) through strengthened relationships. Potential areas of cooperation and collaboration include administration, facilities, pedagogical practices, expertise and extracurricular activities.
- Develop a shared learning vision and an ongoing operational relationship with shared governance that creates a community-wide approach to improving the outcomes of learners.
- Provide a holistic modernisation of SOSC facilities to fully utilise the school's capacity and improve the balance of enrolments across the area. Modernisation will focus on building a STEM specialist centre.
- Share sports, arts, STEM, and health and wellbeing programs and facilities across the three schools to support vibrant neighbourhood hubs.
- Create more effective and seamless transitions and pathways between education providers, in particular to support students at risk from disengaging from school and further studies.
- Develop a transition program that establishes strong connections across the schools to deliver a STEM-focused curriculum from primary through secondary education.

## STRATEGY 2: FOSTER ACADEMIC EXCELLENCE THROUGH STEM PARTNERSHIPS

### Related aims:

- Achieve teaching and learning excellence across the three schools to improve student engagement and achievement outcomes, with a specific focus on STEM
- Develop sustainable teaching and learning capability across the schools.

Children and young people told us that they have a strong interest in secondary STEM programs and were likely to be attracted to enrichment and extension programs in mathematics and science, specifically in robotics and coding.

The Plan involves SOSC partnering with experts in design and delivery of STEM programs to develop a teaching and learning model that builds STEM capabilities to improve student engagement and outcomes. The schools involved in the Plan will have the opportunity to foster and nurture young people's curiosity in STEM and use this to deepen engagement and accelerate learning in other subject areas. This requires a renewed focus on achievement in the STEM building blocks, especially mathematics, as well as cross-disciplinary curriculum and pedagogical approaches that build student interest and performance in STEM education. The Plan, therefore, encourages students to develop higher level STEM capabilities to build aspiration for participation in STEM pathways into local TAFE, private training and higher education providers to pursue STEM-related careers.

The development of STEM content will be guided by Monash Tech School to provide students with access to contemporary and expert-informed learning opportunities. This content will complement the SMALLab learning technology being implemented at SOSC and a robotics room at Oakleigh South Primary School, drawing on the range of technologies offered at Monash Tech School.

A STEM Learning and Teaching excellence model will be developed to enable the schools involved in the Plan to develop and use a common language about educational practice and achievement. This model will provide a means for the schools to share evidence-based practices and embed a culture of excellence.

A fundamental aspect of the Plan is developing and providing professional learning opportunities to build teacher capacity to undertake future-focused work in STEM curriculum and program development. The aim of a bespoke professional learning program is for teachers to collaborate and embed best practice, based on a shared understanding of effective STEM teaching and learning strategies for students in primary and secondary schools, and achieve consistency in program delivery. The Victorian government has funded the Tech Schools to deliver specialised professional development in design-based learning that the Oakleigh Learning Precinct can access from July 2020. Professional learning will include design thinking and curriculum approaches for delivering STEM activities to students with diverse learning needs and a range of content understandings.

### Actions:

- Build teaching capability by providing professional learning from Monash Tech School to SOSC, Huntingdale Primary School and Oakleigh South Primary School teachers on pedagogical practice using a design thinking model, integrating the Victorian Curriculum with STEM content, assessment development and delivery approaches.
- Integrate STEM content across the curriculum for all learning ages in the precinct.
- Place and train SOSC STEM champions in schools across the precinct who can mentor teachers, developing their confidence and capability to undertake future work in curriculum and program development.
- Involve students in STEM and humanities and social sciences community projects to problem solve real-world issues.
- Engage experts to work with the schools' staff to develop a scoped and sequenced STEM curriculum with authentic and exciting content.

- Provide professional learning for teachers to embed best practice in developing student capabilities in STEM subjects to learn and use industry-like equipment to enhance instruction.
- Continue to explore opportunities to expand SOSC's partnership with Monash Tech School and the support of its Year 7 to VCE programs.
- Provide spaces and time for professional collaboration to assist educators to meet, plan and evaluate teaching practices across learning stages, thereby fostering collective efficacy.
- Provide opportunities for teachers to use contemporary assessment technologies to effectively monitor and support student progress across all learning stages.
- Build a culture of high expectations for all students across the Learning Precinct.

### **STRATEGY 3: PROMOTE THE LEARNING PRECINCT ACROSS THE COMMUNITY TO BUILD PRIDE AND CONFIDENCE IN GOVERNMENT SCHOOLS**

#### **Related aims:**

- Build pride and confidence in local government schools, particularly SOSC
- Rejuvenate and create spaces for contemporary STEM learning that cater for students' learning styles and needs.

Engagement with the Oakleigh community revealed that SOSC does not have a strong positive reputation within the community and does not always reflect the recent and significant work the school has done to improve student outcomes.

Students expressed an interest in more student-voice opportunities including a greater say in shaping their learning experiences and opportunities.

To raise the community profile of the Learning Precinct and build stronger community confidence in SOSC, the Plan will create a shared vision, values and culture for the precinct that reflects how the schools would like to be regarded by the community.

The Plan will also explore community engagement strategies to enhance the reputation of SOSC. This could include opportunities to publicise student learning experiences, possibly drawing on positive views of current school parents, as well as promoting the schools' and students' achievements. Opportunities for students to share their experiences, knowledge and achievements with the community will also be explored.

The intent of these approaches is to influence parents' decisions about secondary school options, including the strength of transition arrangements for students from Oakleigh South Primary School and Huntingdale Primary School to SOSC. They are also intended to encourage the use of the new facilities by the community for sports, charity, adult learning and other community events.

#### **Actions:**

- Explore opportunities and identify options for consolidating, refreshing and promoting the branding of the Oakleigh Education Plan schools as a collective in order to attract more students to their local schools.
- Demonstrate to the community the continuity of programs from Oakleigh South and Huntingdale primary schools to SOSC, emphasising the extent of STEM opportunities for students, the support of local industries, the linking of other languages with STEM, improved sporting facilities and individualised approaches to learning.
- Improve the appearance of the three schools through the modernisation of foyer areas and sporting facilities.
- Identify and implement student agency and leadership opportunities across the three schools to build students' sense of belonging and pride in their school community.
- Showcase student achievements through targeted campaigns to promote the new STEM programs and facilities.
- Build the capacity of staff over time to promote the schools as a collective.
- Create opportunities for the local community to engage with the new STEM programs and school facilities.

# IMPLEMENTATION

A comprehensive action plan will be developed and implemented over four years. The action plan will evolve over time to reflect changing contexts and the DET-funded programs and priorities, and it will be reviewed every year.

A Strategic Advisory Group (SAG) will continue to exist and will be reviewed periodically to ensure appropriate representation is available to guide and monitor implementation of the Plan.

## ROLES AND RESPONSIBILITIES

A Strategic Advisory Group will nominate working groups and consultants to implement the priorities of the Plan in areas that include:

- development of STEM programs, including content, delivery and assessments, and alignment to the Victorian Curriculum
- professional learning and capacity building in STEM and a change management program for staff
- a structure to oversee the Learning Precinct, including roles and responsibilities
- the creation of a shared vision and marketing plan
- formalisation of partnerships.

Program development and project management support will be required to manage all deliverables, working groups, consultants and stakeholders.

## TIMEFRAMES, ACTIONS AND NEXT STEPS

2020-2023 Oakleigh Learning Precinct Deliverables and Milestones	
2020	Development of Implementation Plan for the Learning Precinct
2020	Development of Shared Vision and Marketing Plan for the Learning Precinct
2020	Formation of schools' STEM partnerships with education providers and industries in the local area
2021	Students' individualised and differentiated learning dashboard procurement and roll-out
2021-2023	Development and implementation of curriculum (scope and sequence, pedagogy model and assessments) in STEM, including transition program from primary to secondary school
2020-2022	Professional learning program planning, delivery and impact evaluation
2020-2021	Planning for capital works
2020-2023	Planned construction of funded facilities at SOSC

## MEASURING SUCCESS

The Department of Education and Training (DET) is developing a framework to guide the evaluation of Education Plans, which will provide some tools to support local-level monitoring and review of the Plan. As part of this, DET will identify relevant indicators (both lead and lag) so that we can know how the implementation of the Plan is tracking and adapt implementation strategies accordingly.

The three schools in scope participate in a four-year strategic planning cycle underpinned by FISO. The SSP sets out a school's strategic direction for the next four years, and comprises:

- the school's vision and values
- the school's four-year goals, targets and key improvement strategies (KIS) that guide its improvement activities.

The Annual Implementation Plan provides details of a school's implementation of its improvement programs and activities aligned to its KIS and four-year goals, including monitoring and evaluation activities. The end-of-year assessment asks School Improvement teams and their stakeholders to:

- reflect on their progress towards 12-month targets and identify whether they were *Met, Partially Met, or Not Met*
- identify whether actions were *Completed, Partially Completed or Not Completed*, and indicate the relevant enablers and/or barriers
- describe observed changes in teacher practice, mindset and behaviour
- provide feedback for future planning to identify next actions to be taken to progress towards the school's improvement goals
- acknowledge achievements and celebrate successes.

# APPENDICES

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## APPENDIX 1: STRATEGIC ADVISORY GROUP (SAG) MEMBERSHIP

Members	
DET – Region	Area Executive Director (SAG Chair) North East Area
DET – Senior Education Improvement Leader (SEIL) Team	SEIL – North East Area
DET – Service Support Branch	Service Support Branch Manager – North East Area
DET – Victorian School Building Authority	Community Engagement Manager
Local Government – Monash LGA	Senior representative
South Oakleigh Secondary College Principal	School principal
Oakleigh South Primary School Principal	School principal
Huntingdale Primary School Principal	School principal
State Government Member of Parliament	Oakleigh Local Member
State Government Member of Parliament	Clarinda Local Member
Monash Tech School	School Director
Ex-Glen Waverley Secondary School Principal	Adviser to SOSC
Monash University	Senior representative – STEM area

# Oakleigh Education Plan

## COMMUNITY ENGAGEMENT SUMMARY REPORT

### WHAT WE HEARD

From 22 March – 3 May 2019 we engaged with more than 400 local parents, students and staff



More than **400** people engaged



**75** students, teachers, staff, parents and carers attended workshops at the school



**171** responses to the student survey



**199** responses to the parent and carer survey



**550** information postcards distributed



**1,370** individual comments analysed

*"Focus on the student as an individual, help each student to reach their potential, provide opportunity for students to broaden their educational/social/cultural experiences."*

Parent survey

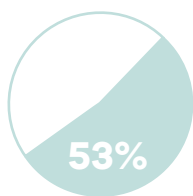
*"The people are welcoming and we are like a big family rather than a school. I always felt I belonged here."*

Yr 11/12 survey response

Parents, carers and students said that they liked the strong community feel of the school and that it accepted each child according to their abilities. They liked that the school was small, the teachers were good and had good relationships with the students, and the students were well-behaved both inside and outside the school.

They also liked the energy, passion and commitment of the principal and leadership team and that the school responded quickly to queries or issues that they expressed.

### WE FOUND SOSC WELCOMES DIVERSITY



**53%** speak a language other than English

Greek 17%

Hindi 5%

Japanese 5%

Vietnamese 4%

Arabic 3%

Filipino 3%

Gujrati 2%

Hebrew 2%

Punjabi 2%

Russian 2%

Cantonese 1%

Chinese 1%

Indonesian 1%

Turkish 1%

Urdu 1%

Armenian 1%

Hungarian 1%

Spanish 1%

Tagalog 1%



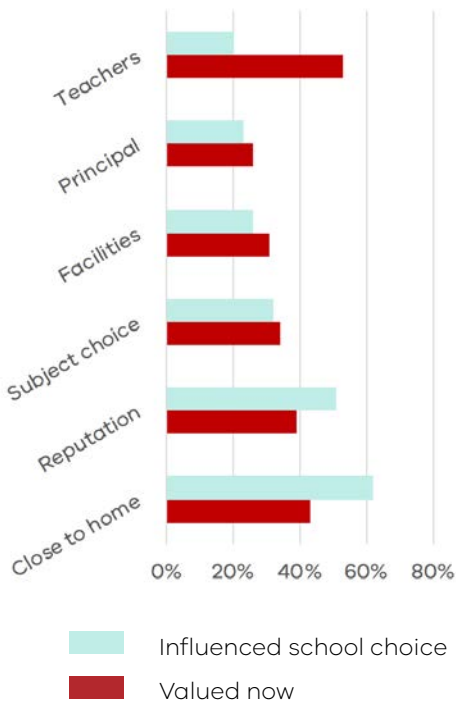


# Oakleigh Education Plan

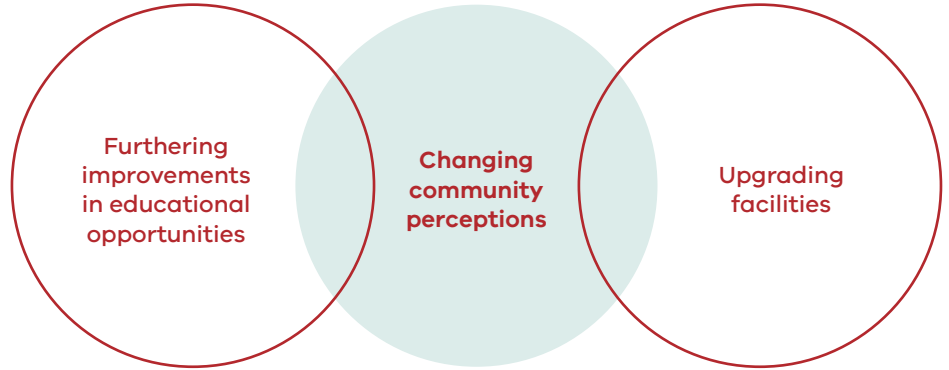
## COMMUNITY ENGAGEMENT SUMMARY REPORT

### WHAT WE HEARD

#### TOP 6 INFLUENCES IN YOUR CHOICE OF SCHOOL *versus* TOP 6 THINGS PARENTS VALUE NOW



#### THE THREE THINGS YOU RECOMMEND TO ATTRACT MORE STUDENTS:



##### Keep improving subject choice

Keep improving subject choices and curriculum, with more student-centred approaches.

Communicate about the wide range of subjects and activities already at SOSC

##### Keep improving the school's reputation

Reputation is a key decision making factor in people's choice of schools

*"You need to come and see for yourself and see if it's the right fit for your child, don't listen to what others say."*

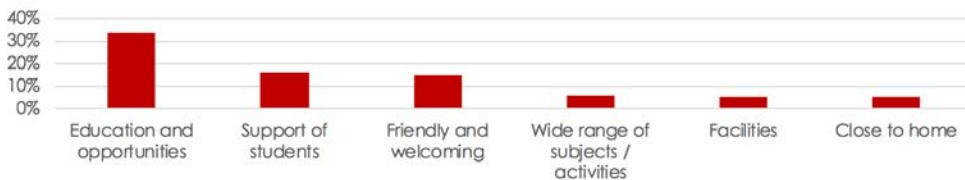
Parent survey

##### Improve the schools facilities

Upgrading facilities was a key theme in the consultation from all types of participants.

16% of those who had chosen not attend SOSC had done so because of facilities.

#### TOP 6 THINGS SOSC STUDENTS WANT PROSPECTIVE STUDENTS AND FAMILIES TO KNOW



They also wanted people to understand the unique things about the school like the accelerator program, arts program, student leadership opportunities, extracurricular programs and strong links with local community.

*"Different school to what it was 5 years ago. Lots of improvement and lots being done to improve even more."*

Parent survey

You can contact the **Victorian School Building Authority**

- 1800 896 950
- vsba@education.vic.gov.au
- /victorianschoolbuild



For information in your language, please call the Victorian School Building Authority's translation service on 03 9280 0712.

