


Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Susan Goodall	8/3/17[name] [date][name] [date] [date]
School council:	Alisa Melhuish	8/3/17[name] [date][name] [date] [date]
Delegate of the Secretary:	Cheryl Chapple	8/3/17[name] [date][name] [date] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Somerville Primary School works collaboratively to ensure every student achieves success by engaging them in the curriculum at their point of need. Our school community creates meaningful relationships with strong values.</p>	<p style="text-align: center;"><u>COURAGE</u></p> <p>Definition: To act confidently</p> <p>Behaviours:</p> <ul style="list-style-type: none"> Voice your opinions in different forums Trial new ideas Persist and be flexible in your beliefs Ask for assistance as require Accept a challenge <p style="text-align: center;"><u>RESPECT</u></p> <p>Definition: To acknowledge individuals with courtesy.</p> <p>Behaviours:</p> <ul style="list-style-type: none"> Genuinely listen to and respond courteously to others Show no discrimination Make sure to acknowledge others upon meeting Be thoughtful of others' feelings and values <p style="text-align: center;"><u>HONESTY</u></p> <p>Definition: To be truthful to yourself and others.</p> <p>Behaviours:</p> <ul style="list-style-type: none"> Being confident and resilient enough to say what you really think Knowing what is right in a particular situation Being explicit in expectations Being able to say how you feel Owning up to what I have/haven't done Speaking out respectfully if you disagree with others' opinions Being truthful without hurting individuals or the group <p style="text-align: center;"><u>TRUST</u></p> <p>Definition: To rely on and have faith in others.</p> <p>Behaviours:</p> <ul style="list-style-type: none"> Accept that information given is correct Expectation that your opinion will be valued and listened to Being confident that decisions made are in the best interests of the group Expectation that tasks allocated will be completed diligently Keeping confidentiality <p style="text-align: center;"><u>RESPONSIBILITY</u></p> <p>Definition: To be accountable for your actions.</p> <p>Behaviours:</p> <ul style="list-style-type: none"> Acknowledging and being aware of individual duties Ensuring that tasks will be completed successfully and on time to the best of ability Offer support to others Accept the consequences of your actions 	<p>Somerville Primary School (SPS) is situated in the regional township of Somerville on the Mornington Peninsula to the south east of Melbourne. The Somerville Kindergarten is located on the SPS site. The buildings include a Building the Education Revolution (BER) building, two mod 6 portables and the original school building. The spaces are divided up into four sub-schools – Foundation, Junior, Middle and Senior.</p> <p>The student enrolment has remained steady at around 260; enrolments are projected to rise to just over 290 by 2019.</p> <p>The school has developed strong ties to the local community and has fourth and fifth generations of some families enrolled. Its' reputation for excellence in student wellbeing attracts enrolments of students from outside the area.</p> <p>Our grade 2017 grade structure consists of two Foundation classes, three Junior classes, three Middle and three Senior classes.</p> <p>Somerville Primary School is working towards becoming an accredited Professional Learning Community. This process involves our staff working in Professional Learning Teams with a strong focus on collaboration, results and high levels of student learning. Our Professional Learning Teams ensure their core work always refers back to the three big ideas of a Professional Learning Community.</p> <p>Curriculum at the school is aligned with the Victorian Curriculum. There is a strong emphasis on Literacy and Numeracy and on the teaching of Social and Emotional learning. Specialist areas include Art, Physical Education, ICT, Music, Dance and Drama and Science. There is currently no provision for the teaching of Languages Other than English (LOTE).</p> <p>The school is supported by School Council and an active Friends of Somerville Primary (FoSP) group which is responsible for a range of 'special' days and fundraising activities throughout the school. SPS has strong connections within its community, including with the Somerville Historical Society and Somercare Aged Care facility. The school works cooperatively with the kindergarten.</p>	<p>At Somerville Primary School we are committed to ensuring that every student achieves success by engaging them in the curriculum at their point of need.</p> <p>The key findings and areas of focus in each priority area are:</p> <ul style="list-style-type: none"> <u>Excellence in Teaching and Learning – Building Practice Excellence</u> <p>Whilst there was considerable improvement evident in the outcomes for Reading across the period of the SSP there was very little progress made in reducing the percentage of students below Band 4 in NAPLAN Writing and Numeracy in Year 5.</p> <p>It is imperative that we implement a whole-school approach to the teaching of Literacy and Numeracy.</p> <ul style="list-style-type: none"> <u>Excellence in Teaching and Learning – Curriculum Planning and Assessment</u> <p>As a school we need to continue to strengthen our data literacy and our use of data to plan for teaching at each student's point of need. We need to enhance our ability to effectively track student progress.</p> <p>We need to embed moderation across grades and across the school, to improve our teacher judgements from Foundation to Year Six.</p> <ul style="list-style-type: none"> <u>Positive Climate For Learning – Empowering Students and Building School Pride.</u> <p>Whilst we have made improvement across all areas of the student opinion survey, apart from Stimulated Learning, we need to ensure that our students take more responsibility for their own learning as many students report that the work they do lacks challenge.</p> <ul style="list-style-type: none"> <u>Community Engagement in Learning – Parents and Carers as Partners.</u> <p>As a school we work hard to make connection with our parents and carers to ensure we make them feel welcome at our school. However there are two areas we must address. We must improve the way we connect school learning at home, this includes engaging parents in what the students are learning and how well students are progressing against these expectations. The second area is to improve how and what we communicate between home and school and how this will effectively support parents to be partners in their child's learning.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																									
<p>To enhance student learning outcomes across the school in all strands of Literacy and Numeracy.</p>	<p>Excellence in Teaching and Learning – <i>Building Practice excellence</i></p> 	<ul style="list-style-type: none"> Continue to implement the 3 big ideas of a Professional Learning Community. 	<p>1. To increase the percentage of students achieving results in the top 2 bands in NAPLAN in Year 3 and Year 5 in reading, writing, spelling and numeracy each year.</p> <p>Year Three – Bands 5 and 6</p> <table border="1" data-bbox="2012 422 2804 569"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>52.4%</td> </tr> <tr> <td>Writing</td> <td>22.6%</td> <td>42.8%</td> </tr> <tr> <td>Spelling</td> <td>27.3%</td> <td>28.5%</td> </tr> <tr> <td>Numeracy</td> <td>18.3%</td> <td>21.4%</td> </tr> </tbody> </table> <p>Year Five – Bands 7 and 8</p> <table border="1" data-bbox="2012 646 2804 793"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31.4%</td> <td>30.5%</td> </tr> <tr> <td>Writing</td> <td>5.6%</td> <td>11.4%</td> </tr> <tr> <td>Spelling</td> <td>22.3%</td> <td>2.8%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>14.3%</td> </tr> </tbody> </table> <p>2. To reduce the percentage of students achieving low growth in NAPLAN Year 3 to Year 5 in reading, writing, spelling and numeracy each year.</p> <p>Low Growth Year 3 to Year 5</p> <table border="1" data-bbox="2012 955 2804 1102"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24.1%</td> <td>41.9%</td> </tr> <tr> <td>Writing</td> <td>46.7%</td> <td>16.7%</td> </tr> <tr> <td>Spelling</td> <td>23.3%</td> <td>28.1%</td> </tr> <tr> <td>Numeracy</td> <td>27.6%</td> <td>35.5%</td> </tr> </tbody> </table> <p>3. To increase the teacher collaboration, collective efficacy and guaranteed and viable curriculum in the Staff Opinion Survey each year.</p> <p>Staff Opinion Survey</p> <table border="1" data-bbox="2012 1291 2804 1459"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>82.10</td> <td>81.68</td> </tr> <tr> <td>Teacher Collaboration</td> <td>80</td> <td>75.53</td> </tr> <tr> <td>Guaranteed and Viable Curriculum</td> <td>84.29</td> <td>86.25</td> </tr> </tbody> </table> <p>4. To increase the 'Teaching and Learning' variables on the Attitudes to School Survey each year.</p>		2015	2016	Reading	50%	52.4%	Writing	22.6%	42.8%	Spelling	27.3%	28.5%	Numeracy	18.3%	21.4%		2015	2016	Reading	31.4%	30.5%	Writing	5.6%	11.4%	Spelling	22.3%	2.8%	Numeracy	20%	14.3%		2015	2016	Reading	24.1%	41.9%	Writing	46.7%	16.7%	Spelling	23.3%	28.1%	Numeracy	27.6%	35.5%		2015	2016	Collective Efficacy	82.10	81.68	Teacher Collaboration	80	75.53	Guaranteed and Viable Curriculum	84.29	86.25
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<p>Excellence in Teaching and Learning – <i>Curriculum Planning and Assessment</i></p>	<ul style="list-style-type: none"> Implement an agreed approach to the teaching of Literacy, in particular Reading, Writing and Spelling, and Numeracy across the school, which includes evidence-based, high impact strategies. 	<ul style="list-style-type: none"> Collaboratively develop and implement an instructional model which includes non-negotiable elements. 																																																										
	<ul style="list-style-type: none"> Build the instructional leadership capabilities across the school. 	<ul style="list-style-type: none"> Continue to improve the data literacy of all staff to ensure the data informs learning sequences and supports explicit teaching. 																																																										
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<p>To empower, encourage and enable students to manage and monitor their own learning.</p>	<p>Positive Climate For Learning – Empowering Students and building School Pride.</p>	<ul style="list-style-type: none"> Develop teacher capacity to support students to take ownership of their own learning and to set learning goals. 	<p>1. To increase the following areas on the Student Opinion Survey each year, <i>Learning Confidence, Student Motivation and Stimulating Learning.</i></p> <p>Student Opinion Survey – Years 5 and 6</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>3.88</td> <td>3.99</td> </tr> <tr> <td>Student Motivation</td> <td>4.34</td> <td>4.53</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.65</td> <td>3.92</td> </tr> </tbody> </table> <p>2. To increase the following areas of the Parent Opinion Survey each year, <i>Stimulating Learning, Learning Focus and Student Motivation.</i></p> <p>Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>5.31</td> <td>6.02</td> </tr> <tr> <td>Learning Focus</td> <td>5.42</td> <td>5.79</td> </tr> <tr> <td>Student Motivation</td> <td>5.11</td> <td>5.09</td> </tr> </tbody> </table> <p>3. To increase the following areas of the Teacher Opinion Survey each year, <i>Setting Objectives and Providing Feedback and Academic Emphasis.</i></p> <p>Staff Opinion Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Setting Objectives and Providing Feedback</td> <td>85.09</td> <td>87.22</td> </tr> <tr> <td>Academic Emphasis</td> <td>76.79</td> <td>76.91</td> </tr> </tbody> </table>		2015	2016	Learning Confidence	3.88	3.99	Student Motivation	4.34	4.53	Stimulating Learning	3.65	3.92		2015	2016	Stimulating Learning	5.31	6.02	Learning Focus	5.42	5.79	Student Motivation	5.11	5.09		2015	2016	Setting Objectives and Providing Feedback	85.09	87.22	Academic Emphasis	76.79	76.91
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<p>To increase the level of involvement of our parents and carers in the learning of their child.</p>	<p>Community Engagement in Learning – Parents and Carers as Partners.</p>	<ul style="list-style-type: none"> Implement an effective means to communicate information about their child’s learning and how parents and carers can support their child’s progress. 	<p>1. To increase the following areas of the Parent Opinion Survey each year, <i>Stimulating Learning, Learning Focus, Reporting and Approachability.</i></p> <p>Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reporting</td> <td>5.35</td> <td>5.42</td> </tr> <tr> <td>Approachability</td> <td>5.38</td> <td>6.03</td> </tr> </tbody> </table>		2015	2016	Reporting	5.35	5.42	Approachability	5.38	6.03																								
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