

School Strategic Plan 2020-2024

Somerville Primary School (2656)



Submitted for review by David Tapp (School Principal) on 07 October, 2021 at 05:08 PM

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<p>School vision</p>	<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. Our Mission: Inspiring Excellence in education... Every Student – Every Time</p>
<p>School values</p>	<p>Somerville Primary School 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 respect, integrity and kindness at every opportunity. Our school’s vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults; through enacting our values of:</p> <p>Courage - To act confidently Honesty - To be truthful to yourself and others Respect - To acknowledge individuals with courtesy Responsibility - To be accountable for your actions Trust - To rely on and have faith in others</p>
<p>Context challenges</p>	<p>Somerville Primary School is the in Southern Peninsula School Network, on Victoria's Mornington Peninsula, and has served the students of the local area since 1885, on two different sites. Its current setting is near the center of Somerville. The school currently caters for 320 students structured into 15 classes. Multi-age classes are used from year 1-6. A number of families have moved into the area from the city during the last 18 months. The School has grown from 250 students in 2018 and is expected to peak at 400 within coming years.</p> <p>The Student Family Occupation Education (SFOE) index was 0.4316 in 2019–20. The staffing profile of Somerville Primary School includes a Principal and Assistant Principal, 23.4 full time equivalent (FTE) teachers, 4.1 FTE Education Support (ES) staff including one office administration staff member. The school provides an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs. The school provides specialist programs of Performing Arts, Visual Arts, Physical Education and Japanese language (LOTE). The school accesses a range of specialist support services including a Psychologist, Hearing Impaired Specialist, Speech Therapist and a School Chaplain. The school offers a range of extra programs including a swimming program, interschool sports and a camps and excursions program. Student wellbeing is supported by the implementation of the Resilience Project and access to the Life Education Van. The school offers an approved Out of School Hours Care (OSHC) program. There is a strong collaborative culture among staff, with a willingness to share critical reflections and participate in focused professional dialogue about effective learning and teaching. Access to digital technologies includes laptops, tablets and desktop computers, and an optional Bring Your Own Device Program (BYOD) for Years 5–6 . A range of strategies and programs to assist</p>

	<p>students needing additional support or extension are provided by the school.</p> <p>We have a strong PLC culture and this has been embedded from 2016 when Somerville was a pilot school in the PLC Program. Teachers focus on data to inform teaching and learning at Somerville Primary School.</p> <p>Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include; sporting opportunities, a camping program and an environmental program. Students have the opportunity to take on leadership roles including the roles of School Captains, House Captains, Environmental Leaders and Junior School Council.</p> <p>A range of programs targeted at enhancing student wellbeing are in place. This is a shared focus from the local community as well. The school's main site includes an administration block, staffroom, and varied staff areas. Additional buildings house teaching and learning spaces including a flexible learning area. The school grounds include areas for sport, a covered recreational fake grass area and garden spaces for students. The recent creation of additional outdoor learning and play spaces has further enhanced the outdoor environment of the school with further developments to take place in the future. There is a high level of community and parent involvement, and a dedicated focus on using the school values to build a culture of high expectations. Parents are partners in learning and the school is a welcoming and inclusive community. Parent volunteers contribute in many ways and there are strong relationships with the local community.</p> <p>Our Challenges are:</p> <ul style="list-style-type: none"> Developing a consistent and coordinated approach to teaching and learning to ensure students are given the best possible chance of success in every subject at every year level. To develop student learning opportunities that are challenging, differentiated, engaging and promote curiosity. Develop teacher capability to support students to set goals and monitor own learning progress. Build teacher capacity and increase understanding of student voice and agency in learning.
<p>Intent, rationale and focus</p>	<p>At Somerville Primary School we are a community of learners committed to working collaboratively in a safe and engaging environment. We want our students to have voice and agency and be engaged and stimulated, with an appropriate level of challenge in their learning and for parents/carers to be partners in their child's learning. We are working on having consistent practice for moderation, assessment, feedback and differentiation of learning. Student agency will be fostered through feedback, co-construction of success criteria and the more rigorous and regular development of individual goals.</p> <p>The school will place an increased focus upon student voice and agency. As a school; following our review, this is a key area of focus for the next Strategic Plan.</p> <p>When enabling students to influence what and how they learn and support them to take responsibility for their learning they will achieve greater success.</p> <p>Continued implementation of a consistent instructional model that incorporates the use of HITS, with a specific focus upon differentiation, will enable greater consistency of practice across classrooms and also lead to improved outcomes for all students. To do this work effectively, we will need to strengthen teachers' skills in analysing and using data.</p>

Intent:

- For all students to achieve their personal best in all aspects of learning.
- To develop differentiation whereby all students are taught at their point of need.
- To develop clear consistency in high quality teaching and learning practices across the whole school.
- To enhance student voice and agency with the opportunity to engage in whole school decisions and within the classroom.
- For teachers to have high expectations for all students and to enable students to take responsibility for their own learning.

Rationale:

This is important because whole school data currently indicates:

- NAPLAN data is inconsistent and fluctuates over time; there is a significant decrease from Grade 3 to Grade 5.
- Inconsistencies between NAPLAN and teacher judgement.
- Decline in the upper school in learner characteristics and disposition.
- Levels of disengagement in some year 3-6 students.
- Limited opportunities for students to have choice in classroom and input into whole school decisions.

Focus

Priorities

1. Assessment - revise the assessment schedule and develop capacity for teachers with their data literacy.
2. Differentiation - ensure students are taught to their point of need, challenged and extended.
3. Student Voice and Agency - develop both teacher and student capacity along with opportunities for greater student voice and agency within the classroom and across the whole school.

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Goal 1	Improve the learning growth for all students.
Target 1.1	<p>Writing</p> <ul style="list-style-type: none">• Increase the percentage of students in NAPLAN top 2 bands Year 5 from 6% (2019) to 20% (2024)• Increase the percentage of students at or above age expected level in teacher judgement from 76% (2019) to 81% (2024).
Target 1.2	<p>Reading</p> <ul style="list-style-type: none">• Increase the percentage of students in NAPLAN top 2 bands Year 5 from 23% (2019) to 35 % (2024)• Increase the percentage of students at or above age expected level in teacher judgement from 82% (2019) to 86% (2024).
Target 1.3	<p>Numeracy</p> <ul style="list-style-type: none">• Increase levels of NAPLAN at or above benchmark growth from 68% (2019) to 75% (2024)• Increase the percentage of students in the NAPLAN top 2 bands Year 5 from 15% (2019) to 25% (2024)• Increase the percentage of students at or above expected levels in teacher judgement growth from an average (Year 1-6) of 70% (2019) to at least 85% (2024)

	<ul style="list-style-type: none"> • •
Target 1.4	<p>School staff survey</p> <ul style="list-style-type: none"> • Increase the percentage of positive endorsement for the factor academic emphasis from 67% (2019) to 80% (2024) • Increase the percentage of positive endorsement for the factor collective efficacy from 75% (2019) to 80% (2024).
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy
Key Improvement Strategy 1.b Building practice excellence	Build teacher capability to differentiate learning tasks to meet students at point of need
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capability to utilise data.
Goal 2	Strengthen agency and engagement in learning for all students.
Target 2.1	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • student voice and agency from 54% (2019) to 70% (2024) • motivation and interest from 67% (2019) to 83% (2024) • self regulation and goal setting from 79% (2019) to 87% (2024).

Target 2.2	<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • motivation and support from 73% (2019) to 80% (2024) • teacher communication from 65% (2019) to 75% (2024)
Key Improvement Strategy 2.a Empowering students and building school pride	Build understanding of student voice and agency in learning
Key Improvement Strategy 2.b Empowering students and building school pride	Develop student learning opportunities that are challenging, differentiated, engaging and promote curiosity
Key Improvement Strategy 2.c Building practice excellence	Develop teacher capability to support students to set goals and monitor own learning progress
Goal 3	Improve the resilience and social capabilities of each student.
Target 3.1	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • sense of connectedness from 61% (2019) to 75% (2024) • resilience from 69% (2019) to 80% (2024)

Target 3.2	Attendance <ul style="list-style-type: none"> • Decrease the percentage of students with 20+ days absence from 27% (2019) to below 20% (2024)
Target 3.3	Parent Opinion Survey <p>Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> • teacher communication from 65% (2019) to 75% (2024)
Key Improvement Strategy 3.a Health and wellbeing	Build a whole-school approach to the development of the resilience and social capabilities of each student
Key Improvement Strategy 3.b Networks with schools, services and agencies	Develop community partnerships to support and promote student wellbeing