



SOMERLY
PRIMARY SCHOOL

*Enriching Minds
Creating Futures*

**SOMERLY
PRIMARY SCHOOL**

2022 - 2024

BUSINESS PLAN

OUR VISION

Our vision is to foster every individual's academic and social development driven by high expectations for success and aspirations for them to become resilient, respectful individuals. We want this to happen within a safe, supportive learning environment that caters for the present and developmental needs of every student.

We create this environment through positive, well established collaborative relationships with the entire school community. We provide a friendly and caring learning environment where students model our key values of Respect, Responsibility and Safety. The Health and Wellbeing of our students is paramount. We support and develop students' skills, knowledge and understandings of healthy self-management. When students leave Somerly Primary School (SPS) we aim for them to do so as positive, educated and active citizens of the community.

Our school Business Plan 2022 – 2024 provides strategic direction for continued improvement and aligns with the current Department of Education Strategic Plans for Public Schools, and incorporates Dempsters Leading for Learning Framework. The Business Plan has six sections to align with the Department of Education WA Electronic School Assessment Tool (ESAT) which will allow planning and evaluation by the Board, administration and leadership teams.

we believe

Excellence



Students learn best when their individual needs are explicitly catered for in a safe, supportive and collaborative environment.

Equity



Students learn best when individuality is acknowledged and catered for through collaboration between students, teachers, parents and the community.

Care



Students learn best in a nurturing school environment that actively supports and models positive and productive relationships.

Learning



Learning is inclusive, motivating and engaging, allowing every child to experience academic success. Learning is explicit, sequential and every child aims to achieve personal excellence.

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FOCUS AREA 1

Teaching & Curriculum



At Somerly Primary School we will ensure quality delivery of the Western Australian Curriculum through consistent delivery, particularly in English and Mathematics, of a whole school instructional model that is explicit and evidence based. We maintain a commitment to whole school processes and programs through the development and refinement of whole school scope and sequence documents, differentiating to meet the needs of individual students while ensuring high achievement and high progress. We will develop early intervention programs and processes utilising the Early Years Learning Framework and National Quality Standards.

STRATEGIES

TARGETS

WA Curriculum

- Ensure quality teaching through implementation of a whole school instructional model that is explicit, and evidence based
 - Ensure that accountability of the whole school instructional model is observed via Professional Reflective Practice including classroom observations, coaching and mentoring
 - We consciously choose and implement a range of high impact teaching and instructional strategies
- 100% completion of all staff in Professional Reflective Practice for all staff members every year, with documentation

Programs and Planning

- Appointment of Lead Teachers to support and enhance school programs to the commitment of the 2022 – 2024 Business Plan
 - Employment of Science / STEM specialist
 - Refine the whole school reading approach and assessment process
 - Develop and implement whole school writing processes and assessment
 - Foster the development of Technologies and 'New Work Capabilities'
 - Review and refine whole school scope and sequence documents to target critical content in reading, writing and mathematics
- All Lead Teachers participated in Fierce Conversations professional learning

Differentiation

- Refine the Mathematics program to cater for the needs of all students
 - Development, implementation and review of IEP and IBP through SEN planning for all staff
- 100% of staff utilising RTP SEN for the development of IEPs and IBPs
 - 100% of staff reflections completed on achieved goals in student IEPs and IBPs

Early Intervention

- Enhance our 'Step Into School' pre kindy program and kindy orientation processes lead by an ECE trained teacher
 - Maintain focus on oral language development and vocabulary in kindy and pre-primary and across the school
 - Review of documentation to include the Early Years Learning Framework
- Increase participation in our 'Step Into School' Program to a minimum of 15 regular participants
 - Use the 2021 Australian Early Developmental Census information to inform school planning and policies
 - Kindergarten and pre-primary staff engage in Oral Language Express Professional Learning and ensure all staff are informed

FOCUS AREA 2

Student Achievement & Progress



At Somerly Primary School we will ensure high achievement and progress through the development of a comprehensive school assessment schedule with a focus on English and Mathematics. We will enhance the data literacy of staff through the continued development of a whole school approach to collecting, analysing, and reflecting on data. This will be done through well-established Professional Learning Communities that will use a disciplined dialogue approach to inform differentiated student planning and goal setting to impact student achievement.

STRATEGIES

TARGETS

School Assessment

- Moderation tasks for staff every semester to inform consistent judgements in English and Mathematics
- Engage in moderation with high performing schools and through the RUMA network
- Teacher Judgement Grade Allocation to be graded as good, falling within 0 – 0.5 standard deviations from the expected grade allocation using the Schools' Online performance report

Professional Learning Communities

- Review processes and functioning of PLC with collaborative group norms being reflected on twice per year
- All staff participate in high quality professional learning that builds capacity in relation to whole school programs and identified areas of need
- Review of collaborative team processes
- Professional Learning Communities consistently review student achievement data



FOCUS AREA 2

Student Achievement & Progress (Contd.)



STRATEGIES

Target Setting and Data Literacy

- Review and set targets through the English and Mathematics committees following NAPLAN and On Entry testing
- Collaborative target setting that is regularly communicated and reported on
- Invest time and resources into the professional learning of staff
- School planning sessions are conducted following NAPLAN and On Entry

TARGETS

Target Setting and Data Literacy

- Review and set of targets through the English and Mathematics committees following NAPLAN and On Entry testing
- Collaborative target setting that is regularly communicated and reported on
- Invest time and resources into the professional learning of staff
- School planning sessions are conducted following NAPLAN and On Entry

On Entry – Year 1

- Increase median schools score in On-Entry for Year 1 in Numeracy by 25 points to 501 to match ICSEA decile schools
- Increase median schools score in On-Entry for Year 1 in Reading by 20 points to 522 to exceed ICSEA decile Schools
- Increase median schools score in On-Entry for Year 1 in Writing by 28 points to 400

On Entry Year 2

- Increase median schools score in On-Entry for Year 2 in Numeracy by 30 points to 569 to match ICSEA decile Schools
- Increase median schools score in On-Entry for Year 2 in Reading by 25 points to 541 to match ICSEA decile Schools
- Increase median schools score in On-Entry for Year 2 in Writing by 30 points to 519

NAPLAN Year 3

- Close the gap to WA state mean in NAPLAN assessments in Year 3 Numeracy increasing the school average by 20 points to 401
- Exceed WA like schools and close the gap to WA state mean in NAPLAN Reading increasing the school average in Year 3 by 20 points to 414
- Close the gap to WA state mean in NAPLAN assessments in Year 3 Writing increasing the school average by 20 points to 423

NAPLAN Year 5

- Close the gap to WA state mean in NAPLAN assessments in Year 5 Numeracy, increasing the school average by 20 points to 500
- Exceed WA like schools and close the gap to WA state mean in NAPLAN Reading increasing the school average in Year 5 by 20 points to 517
- Close the gap to WA state mean in NAPLAN assessments in Year 5 Writing increasing the school average by 20 points to 500
- Attain high progress and high achievement for five out of five assessed areas in NAPLAN

FOCUS AREA 3

Leadership



At Somerly Primary School we will ensure our school planning and documentation is clearly linked, directly informing school processes and classroom practice. Staff leadership capability will be developed through implementation of the W.A Future Leaders Framework. Professional Learning of the leadership team and staff will be maintained to develop cultural responsiveness and ensure capability of evidence-based practice and whole school improvement.

STRATEGIES

TARGETS

Planning and Documentation

- Yearly commitment to the provision of planning time with administration, leadership and committee teams
- Implementation and review of established coaching and mentoring programs
- Regular induction and mentoring programs for new, graduate and returning staff

Leadership

- Leadership opportunities are promoted, and staff are appointed through a clearly articulated and transparent process
- Develop Future Leaders Group with connection to the RUMA Network

Professional Learning

- Strong Professional Reflective Practice processes annually
- Increase the number of level 3 Teachers within the school
- Upskilling of staff linked to whole school programs
- Development of Level 3 Classroom Teacher focus group which meets termly

Cultural Responsiveness

- Recognition of cultural diversity through school activities, publications, and actions
- Appointment of Aboriginal Indigenous Education Officer
- Staff professional learning to enhance knowledge and understandings



FOCUS AREA 4

Learning Environment



At Somerly Primary School we will create and develop a safe, supportive and culturally responsive working environment for staff and students. We will embed student wellbeing and mindfulness programs to support physical, emotional and mental wellbeing. Our physical environment will be environmentally friendly and supportive of student learning and development. Maintaining high expectations and supporting student attendance will be a priority.

STRATEGIES	TARGETS
Work Environment - Maintain a supportive environment where contributions of all staff are acknowledged and valued - Somerly Group Norms are active in all professional learning communities and staff meetings - High expectations for students and staff are clearly and regularly articulated	- Annual completion of Organisational Health Index (OHI) with staff - Maintain the 7 outcome profiles from our OHI in 2021 and improve two outcomes by increasing Working Environment and External Orientation - Increase the formal recognition of staff through written letters to 80%
Attendance - Target students who are consistently attending school 'Late' and the 'Indicated' risk group - Target improvement of Aboriginal student regular attendance	- School attendance percentage is above state to 94% - Aboriginal attendance to 85%
English as an Additional Dialect - Support English as an Additional Language Dialect students learning through professional learning - Increase staff capacity and understanding of progress maps to inform teaching and learning program	EALD students to be tracked on Progress Maps
Health and Wellbeing - Refinement of social and emotional wellbeing programs and activities for staff and students - WANSLEA CUSP and SKIPS program embedded in the school. 3 Students per term minimum participating in the WANSLEA Cusp program - EdConnect volunteers will be used to support identified students - MindUp program completed with all classes - Zones of Regulation - Professional learning on the Zones of Regulation for all staff - Mental Health Week is acknowledged every year with increased community connections - Extra-curricular activities - Provision of extra curricular clubs for student engagement and participation - Annual completion of Wellbeing and Engagement census and target setting - Calming spaces in every class and wet area	Wellbeing Engagement Census - Emotional Wellbeing / Emotional Regulation to over 90% with medium to high wellbeing

FOCUS AREA 4

Learning Environment (Contd.)



STRATEGIES	TARGETS
Safe and Supportive Environment • Identification of students in need of chaplain support • Chaplain support of students and parents in need • Cultivate student voice to build a culture of safety, wellbeing and belongingness • Increase student council and leadership representation in school decision making • Improve transition processes for incoming Kindergarten through effective orientation programs linked to our Early Learning programs.	• Completion of an annual PBS self-evaluation tool to inform the school action plan • 80% of parents involved in kindergarten transition sessions
Positive Behaviour Support (PBS) • Student involvement in PBS committee • Provide optimum learning conditions in every classroom by refining the PBS processes • Coaching of new, returning and graduate teachers in the philosophies and processes of PBS	
Physical Environment • Waste Wise Warriors in every classroom supporting schools sustainability initiatives • Community garden is maintained and utilised by classes for student learning • Develop students' understandings of their responsibility to sustain the environment through ongoing Waste Wise accreditation • Additions to the Junior Playground through new play equipment • Modifications to car park to improve safety	



FOCUS AREA 5

Community Engagement & Relationships



At Somerly Primary School we will ensure strong governance through our well-developed school board, and we will increase our competitive insights through the development of relationships with high performing schools. Our effective and supportive P&C will help develop and enhance parent engagement and help to promote the cultural diversity of the community. We will acknowledge and celebrate the success of students, staff, and the school community. We will ensure the individual needs of students are catered for through strong case management processes, involving the collaboration of stakeholders and external services.

STRATEGIES

TARGETS

School Board and P&C

- Improve school governance through the further development of the School Board
- Representation of the P&C and School Board at events for example – parent interviews and assemblies
- Increase P&C membership and sustainable processes
- Two members of P&C to attend the annual WACCSSO Conference

- Increase P&C membership to 15 active members
- Have one P&C parent representative per year group
- Annual completion of School Board self-evaluation tool to track improvements and set targets

Case Management

- Strong partnerships with the School of Special Educational Needs
- Strong partnerships with the school chaplain
- Develop relationships with universities by way of the Speech and Language programs

Engagement

- Improved attendance at parent meetings and community events
- Increased community engagement with school newsletter and website
- Regular communication of parents and staff through Seesaw

- Biannual National School Opinion Survey
 - Increase parental responses of survey to over 150
 - 'Strong relationships with Local Community' to increase to an average rating of 4.5 out of 5

Celebrations

- Regular acknowledgement of significant cultural days, special events such as P&C Day and World Teacher's Day to celebrate the success of students, staff and the wider community



FOCUS AREA 5

Community Engagement & Relationships (Contd.)



STRATEGIES

TARGETS

Connections

- Strong connections to the RUMA network
- Strong connections with the local high school
- Established relationship with high performing school for English and Mathematics
- Established connection with high school for special events

- OHI – Competitive Insights practice to move into the top decile

External Partnerships

- Strong partnerships with local universities
- Strong connection and relationship with EdConnect



FOCUS AREA 6

Resource Management



At Somerly Primary School we will ensure that we effectively and efficiently budget and manage human, financial and physical resources to support student needs. We will budget for Lead teachers and specialist teachers to support curriculum and school-based initiatives in English and Mathematics to ensure fidelity of programming and sustainability of our intervention programs. Our staff recruitment processes will align with school vision and build capacity. Through the review and refinement of the schools physical and financial resources we will ensure effective management and maintenance of the school.

STRATEGIES	TARGETS
Human - Budget for the appointment of lead teachers to provide coaching in key areas of English and Mathematics, including intervention programs - Staff recruitment processes will align to the vision and beliefs of the school	Organisational Health Index – ‘Coordination and Control’ - Financial Management will remain in the top decile while increasing to 95%
Financial - Finance Committee - Increased financial transparency and decision-making processes - Refine plan for reserve account ‘Comparative Budget’ referred to following finance committee meetings and displayed in staff room - Develop financial literacy of key stakeholders including finance committee, administration staff, cost centre managers and the school board - School board training and induction	Comply with Department of Education Finance Management policy by meeting the minimum expenditure requirement of 96% annually
Physical - Source onsite professional learning specific to Somerly Primary School for Records Management - Ensure maintenance of the school grounds - Increase capacity and improve creative play spaces in junior playground	







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