

School Strategic Plan 2020-2024

Sorrento Primary School (1090)



Submitted for review by Megan Dallas (School Principal) on 23 April, 2021 at 11:11 AM

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School vision	To provide a collaborative and dynamic learning environment where students will develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the Local and Global Community.
School values	<p>Integrity In everything we do we strive to be honest, fair and trustworthy.</p> <p>Respect In everything we do, we recognise the worth, quality and importance of others, regardless of their differences.</p> <p>Collaboration In everything we do we listen to others and work as a team toward common goals.</p> <p>Learning In everything we do we develop our intelligence, creativity and physical talents through the challenge of ongoing learning.</p> <p>Resilience We learn from our experiences and are strong in the face of adversity.</p> <p>Persistence In everything we do, we understand that achieving our personal goals will take time and effort.</p>
Context challenges	<p>Sorrento Primary School is the southern-most school on Victoria's Mornington Peninsula, and has served the students of the local area since 1871, on several different sites. Its current setting is near the centre of Sorrento.</p> <p>The school currently caters for 300 students structured into thirteen classes. Multi-age classes are used from year 1-6. Students are drawn from Sorrento, Portsea, Blairgowrie, Rye and St Andrews Beach; the remaining students reside beyond these areas. A number of families have moved into the area from the city.</p> <p>In 2020 the staffing profile of Sorrento Primary School includes 15.2 fulltime equivalent (FTE) staff, including the Principal, and 4.0 (FTE) Education Support (ES) staff, including classroom integration, and office administration staff.</p> <p>There is a strong collaborative culture among staff, with a willingness to share critical reflections and participate in focused</p>

	<p>professional dialogue about effective learning and teaching.</p> <p>Classroom teaching and learning is supported by the provision of specialist teachers. Physical Education (PE), The Arts, Music and Science, are specialist areas provided by the school. Languages other than English (LOTE) Indonesian is taught by classroom teachers. Access to digital technologies includes laptops, tablets and desktop computers, and an optional Bring Your Own Device Program (BYOD) for Years 3–6 . A range of strategies and programs to assist students needing additional support or extension are provided by the school.</p> <p>Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include; sporting opportunities, beach and ocean activities, visiting artists, a camping program including an optional annual Ski Camp, and an environmental program. Students have the opportunity to take on leadership roles including the roles of School Captains, House Captains, Environmental Leaders, Art and Music Captains, and Student Councillors.</p> <p>A range of programs targeted at enhancing student wellbeing are in place, these include yoga, dance, and body education. A strong focus on the Arts includes opportunities for students to participate in instrumental music, band, choir, and the annual production. Senior students also participated in elective style workshops such as, photography, dance, 3D printing and games from around the world.</p> <p>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 and a school library. The school grounds include areas for sport, a swimming pool, several covered recreational areas 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.</p> <p>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 several community groups including the local Men’s Shed and service and sporting clubs.</p>
<p>Intent, rationale and focus</p>	<p>At Sorrento Primary School we are a community of learners committed to working collaboratively in a safe and engaging environment.</p> <p>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.</p> <p>We are working on developing consistency of practice and understanding and using data effectively to inform teaching, learning and student wellbeing. This will include a focus on 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>

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Goal 1	To improve student learning outcomes for every student in literacy and numeracy
Target 1.1	<p>By 2024 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading (from 29% (2019) – 60%)• Writing (from 29% - (2019) – 60%)• Numeracy (from 32% (2019) – 42%) <p>Year 5</p> <ul style="list-style-type: none">• Reading (from 33% (2019) - 43%)• Writing (from 5% (2019) – 25%)• Numeracy (from 21% (2019) – 32%)
Target 1.2	<p>By 2024 the percentage of Year 5 students assessed as ‘meeting’ or ‘above’ benchmark growth in NAPLAN to be:</p> <ul style="list-style-type: none">• Reading (from 72% (2019) - 80%)• Writing (from 49% - at least 78%)• Numeracy (from 71% - 80%)

Target 1.3	<p>By 2024, the percentage of Year F–6 students assessed as being ‘at’ or ‘above’ age expected level on Victorian Curriculum Levels F-10 will increase:</p> <ul style="list-style-type: none"> • English Language - Reading mode from 92% in 2020 to 95% • English Language - Writing Mode from 89% in 2020 to 95% • Mathematics - Number and Algebra mode from 89% in 2020 to 95%
Target 1.4	<p>By 2024, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:</p> <ul style="list-style-type: none"> • time to share pedagogical content knowledge from 83% (2019) -95% • Understand the curriculum from 89% (2019) - 95% • Use data for planning from 89% (2019) -95%
Key Improvement Strategy 1.a Evaluating impact on learning	<p>Build teacher capacity to use data to inform teaching, learning and assessment at the student’s point of need</p>
Key Improvement Strategy 1.b Curriculum planning and assessment	<p>Deepen teachers’ understanding of the Victorian curriculum as a continuum of learning</p>
Goal 2	<p>To improve student engagement in learning</p>
Target 2.1	<p>By 2024 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • student voice and agency from 67% (2019) to 76% • motivation & interest from 78% to (2019) to 85% • sense of confidence from 80% to (2019) to 85%

	<ul style="list-style-type: none"> stimulated learning from 76% (2019) to 84%
Target 2.2	<p>By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> stimulating learning environment from 73% (2019) to 85% student motivation and support from 76%% (2019) to 85%
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop a whole of school understanding of student voice and agency in their learning.
Key Improvement Strategy 2.b Empowering students and building school pride	Empower students to collaborate with adults and peers to direct and take responsibility for their learning
Goal 3	To improve student resilience and wellbeing
Target 3.1	<p>By 2024 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> resilience from 85% (2019) to 90% teacher concern from 73% (2019) to 82% sense of connectedness from 79% (2019) to 85% effective classroom behaviour from 76% (2019) to 84% School Safety Module (3 factors averaged together) from 83% (2019) to 90%

Target 3.2	<p>By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • promoting positive behaviour from 89% (2019) to 95% • general school improvement from 74% (2019) to 84% • general school satisfaction from 84% (2019) to 90%
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build a culture where students become self-regulated and self-directed learners.
Key Improvement Strategy 3.b Health and wellbeing	Embed the school's processes for supporting students' wellbeing