

# School Strategic Plan 2022-2026

Somers School Camp (4647)



Submitted for review by Mark Warner (School Principal) on 02 August, 2023 at 07:04 AM

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<b>School vision</b>	To enrich our student through the delivery of exemplary community living, environmental awareness and outdoor learning programs.
<b>School values</b>	Community - We value an inclusive community that cares for every individual and respects their contributions. Learning - We value learning that contributes to the personal growth of all by encouraging resilience, independence and reflection. The child - We value every child and their right to explore their potential and sense of self. The environment - We value an environment that is safe, engaging and immersive, fostering a sustainable world through contact with nature.
<b>Context challenges</b>	Our school is currently challenged due to system changes and priorities that have adversely impacted our ability to run programs. Time in lieu and chronic teacher shortages have impacted both campuses particularly the Somers Campus where we run networks and heavily relied on Visiting teachers to assist with minimum supervision ratios. We have very few standardised Data sets that we can refer to for the collection of evidence. We constantly have to develop our own evaluations. We have no system defined accountability descriptors. We will continue to develop and refine our own descriptors and data sets measured against the Capabilities and relevant learning areas. We have been developing pre and post program evaluations to help us define the impact of participation in our programs. For Woorabinda this is a less complex process due to the cohort model lending itself to collaboration between our school and the feeder school targeting specific outcomes. Somers has the challenge of working with small cohorts from multiple schools, there is very little communication with the feeder schools around student outcomes. the program is much more about the individuals personal growth. We have been having some preliminary discussions around pre program surveys or using character strengths questionnaires to determine a baseline for students to self assess growth and impact. Our school is unique and has no like schools to measure against.
<b>Intent, rationale and focus</b>	WHAT IS OUR SCHOOL TRYING TO ACHIEVE We want to involve our students and Visiting Techers to build a community, that is supportive, respectful and inclusive each program.

	<p>We are working toward constantly reevaluating and improving our curriculum, delivering and evaluating our program so that we are meeting the needs of all learners.</p> <p>Through our actions and our school environment we want to impress upon all student the importance of stewardship. We hope that students who participate in our school leave with a deeper understanding of what it is to be sustainable and to care for and preserve the environment in which they live,</p> <p>While students are immersed in our program we provide excellence in care, accommodation, food, facilities and grounds.</p> <p>We wish to contribute to and value add to the education of all students who participate in our program and to assist them in strengthening their personal and social capabilities.</p> <p>As a Victorian State School we want to contribute to the future expansion of DET residential Outdoor Education.</p> <p><b>WHY IS THIS IMPORTANT</b></p> <p>To engage students in learning that builds social capital and promotes citizenship.</p> <p>Allow students to experience success in a different learning context.</p> <p>Access for state school students to the highest level of outdoor learning and sustainable practices.</p> <p>To provide opportunities for tactile learning, collaboration, community building and to develop resilience through personal challenge.</p> <p>To provide students with limited access opportunities to the types of learning that we provide, our school creates equity for all learners.</p> <p><b>WHAT ARE YOU PRIORITISING</b></p> <p>We are prioritising methods to collect evidence and to measure the long term impact of participation in our program.</p> <p>We are also prioritising the audit of our curriculum and the activities we use as tools for teaching to ensure we are retaining a point of difference to other outdoor facilities and to ensure we are meeting the needs of the students who attend.</p> <p>Over the next four years we will collect and review evidence from a range of surveys, assessments and feedback to refine our program in response to data. We will make changes based on student, teacher and families feedback. We will develop agreed targets to monitor our success in supporting students to succeed as well as developing processes to track the impact of our program on students post attendance.</p>
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<b>Goal 1</b>	To improve student learning.
<b>Target 1.1</b>	<p>By 2026, increase the percentage of positive responses to a school based survey, built around the Attitudes to School Survey (AtoSS) factors of:</p> <ul style="list-style-type: none"> <li>• Sense of confidence</li> <li>• Differentiation</li> </ul> <p>The first collection of data will form the baseline. The target will then be worded using 'from the baseline percentage and year to a targeted percentage'.</p>
<b>Target 1.2</b>	<p>By 2026, increase the percentage of positive responses to the following factors in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Use of student feedback to improve practice – from 50% (2022) to 80%</li> <li>• Teacher collaboration – from 52% (2022) to 75%</li> <li>• Guaranteed and viable curriculum from 55% (2022) to 80%</li> <li>• Professional learning through peer observation from 72% (2022) to 85%</li> <li>• Use data for curriculum planning from 50% (2022) to 80%</li> <li>• Plan differentiated learning activities 73% (2022) to 86%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Embed a whole school curriculum framework incorporating the school's vision and values and the Victorian Curriculum Capabilities.

pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Cooperate with participating schools to co-design a framework to strengthen the opportunities for the further development of learning.
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole school approach for the effective use of data including student self-assessment to evaluate teaching and learning.
<b>Key Improvement Strategy 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to differentiate for students to extend their learning.
<b>Goal 2</b>	To improve student wellbeing.
<b>Target 2.1</b>	<p>By 2026, increase the percentage of positive responses to a school based survey, built around the Attitudes to School Survey (AtoSS) social and emotional wellbeing factors of:</p> <ul style="list-style-type: none"> <li>• Inclusion and support</li> <li>• High resilience</li> <li>• Sense of connectedness</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency</li> </ul> <p>The first collection of data will form the baseline. The target will then be worded using 'from the baseline percentage and year to a targeted percentage'.</p>
<b>Target 2.2</b>	<p>School Staff Survey target to be established: By 2026, increase the percentage of positive endorsement to the Cultural leadership and Leaders' support for change factor from a baseline percentage to be established in 2023.</p>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Refine the whole school approach to inclusive and tiered teaching and learning practices.</p>
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Support students to develop a growth mindset, understand and accept challenge, and further develop resilience.</p>
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Expand opportunities for student voice and learner agency.</p>

