

SOMERSET HILLS STATE SCHOOL

2025-2028 SCHOOL STRATEGIC PLAN


<p>School profile</p> <p>Somerset Hills State School is a united community that strives to create a safe and support learning environment where students experience a sense of belonging and achieve success. Together, we foster a love of learning and encourage our future leaders and changemakers to reach for the stars and build a bright future.</p>	<p>Vision and values</p> <p>At Somerset Hills, we are committed to delivering our purpose through:</p> <ul style="list-style-type: none"> - Innovative and inclusive teaching practices that cater for each individual - A positive culture for learning where relationships between staff, students, parents and community are integral to every child realising their potential - Curriculum and wellbeing programs that facilitate the development of self-awareness, effective communication, collaboration, resilience, complex thinking skills and citizenship - A belief that every year of schooling, each child achieves a year of growth, regardless of their starting point <p>Our values are Respect, Connect and Grow</p>
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<p>School review key improvement strategies</p> <ul style="list-style-type: none"> • Strengthen the alignment between the strategic plan and the AIP to ensure the AIP has a clear and explicit improvement focus with clear targets • Review and refine curriculum planning to strengthen leaders' and teachers' understanding of, and effectively implement, the Australian Curriculum • Build staff capability in enacting differentiated approaches to teaching and learning, to ensure all students are appropriately engaged, challenged and extended • Systematically enact collegial engagement opportunities to identify and develop effective pedagogical practices aligned to whole-school expectations and school priorities • Strengthen teachers' capability in using data to review pedagogical practices to determine their effectiveness and inform next steps for teaching and learning 	<p>School priorities</p> <p>Aligned to our school values, our improvement priorities are:</p> <ul style="list-style-type: none"> • Respect – Positive Culture for Learning • Connect – Powerful Partnerships • Grow – Precision Teaching and Learning <p>Achieved through a sharp improvement agenda, clear actions, targeted resourcing, capability building and monitoring for impact</p>
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<p>School priority 1: Respect – Positive Culture for Learning Strategies</p> <ul style="list-style-type: none"> • Define and enact <i>The Somerset Standards</i> – our whole school approach to a positive learning culture to maximise engagement and a sense of belonging • Build staff capability in enacting differentiated approaches to teaching and learning, to ensure all students are appropriately engaged, challenged and extended <p>Measurable outcomes</p> <ul style="list-style-type: none"> • 90% Attendance & 15% Students with Chronic Absenteeism (SORD) • Reduction in SDAs and behaviour incidents • Closing the gap for First Nations students' attendance to above targets • 85% of SWD A-C LOA for English and Maths (2024 State Average) • 85% of First Nations students A-C LOA for English and Maths • Youth Resilience Survey – targets to come from baseline data set early 2025 • 90% SOS Agreeance – School Culture (Students) <p>Success criteria</p> <p>Students can/will:</p> <ul style="list-style-type: none"> • Demonstrate <i>STAR expectations</i> • Identify their personal and social capability strengths and their goals • Engage in learning opportunities that are designed for my learning style <p>All staff can/will:</p> <ul style="list-style-type: none"> • Model <i>STAR expectations</i> to maintain a safe and supportive learning environment <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Explicitly teach Somerset Hills Star Expectations and agreed MTSS Tier I strategies in all learning environments • Demonstrate capability to enact and record adjustments aligned to school-wide approach to differentiation, ensuring all students are appropriately engaged, challenged and extended <p>Leadership team can/will:</p> <ul style="list-style-type: none"> • Sharpen school-wide processes that support student attendance to ensure every student has access to quality teaching and learning • Build and strengthen staff capability in enacting differentiated approaches to teaching and learning and record adjustments aligned to school-wide approach to differentiation 	<p>School priority 2: Connect – Powerful Partnerships Strategies</p> <ul style="list-style-type: none"> • Systematically enact collegial engagement opportunities to identify and develop pedagogical practices aligned to school-wide expectations and school priorities • Implement cluster school partnerships to undertake professional learning to meet students' learning and engagement needs • Build powerful partnerships with external community organisations that meet students' learning and engagement needs • Strengthen parent partnerships as key stakeholders in their child's learning journey <p>Measurable outcomes</p> <ul style="list-style-type: none"> • Exceeding Relative Educational Achievement Performance Measures e.g. P – 2 A-C English – 86% • Attendance at semesterly cluster moderation with neighbouring small schools • One powerful partnership for every class with an external community organisation that meets students' learning and engagement needs • 50% of parents attend parent teacher interviews • SOS - 50% of parents completing survey and agreeance alignment with MNR <p>Success criteria</p> <p>Students can/will:</p> <ul style="list-style-type: none"> • Demonstrate <i>Somerset Star Skills</i> – collaboration, communication and citizenship through engagement in real world connections • Engage in learning experiences with a powerful partner that aligns to year level/band curriculum plan <p>Parents can/will:</p> <ul style="list-style-type: none"> • Engage with child's learning journey and school events, including Parent Teacher interviews • Provide feedback to teachers and Principal about experience at SHSS <p>Staff can/will:</p> <ul style="list-style-type: none"> • Understand <i>The Somerset Standards (Way of Working)</i> and their role and responsibilities in supporting powerful partnerships <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Enact school-wide processes for communicating home • Plan and assess real world learning aligned to whole school curriculum, assessment and reporting processes • Participate in cluster moderation to reflect on their shared understanding of the curriculum <p>Leadership team can/will:</p> <ul style="list-style-type: none"> • Model and maintain a commitment to promoting effective feedback between students, parents, staff and community that achieves positive student outcomes • Establish processes to create powerful partnerships with external organisations and monitor impact of relationships 	<p>School priority 3: Grow – Precision Teaching and Learning Strategies</p> <ul style="list-style-type: none"> • Build, formalise and embed a whole-school approach to pedagogy – <i>The Somerset Standard of Teaching and Learning</i>, including digital pedagogies • Strengthen teachers' capability in using data to review pedagogical practices to determine their effectiveness and inform next steps for teaching and learning • Review and refine curriculum planning to strengthen leaders' and teachers' understanding of, and effectively implement, the Australian Curriculum V9 with targeted focus on English and Maths • Formalise school-wide processes of monitoring alignment of curriculum, teaching and learning to quality assure consistent implementation of the intended curriculum <p>Measurable outcomes</p> <ul style="list-style-type: none"> • Exceeding Relative Educational Achievement Performance Measures e.g. P – 2 A-C English – 86% • NAPLAN – Meeting state-wide proficiency scale targets • Participation at weekly staff and fortnightly intentional collaboration meetings, and end of term planning days • Strong inter-assessment alignment (summative, standardised and diagnostic assessments) <p>Success criteria</p> <p>Students can/will:</p> <ul style="list-style-type: none"> • Demonstrate <i>Somerset Star Skills</i> – self-awareness, growth mindset and complex thinking to identify their learning goals and apply feedback from teacher that identifies next steps to 'bump up' their work • Engage in learning opportunities that seek to deepen their knowledge and understanding to transfer and apply to a range of contexts <p>Staff can/will:</p> <ul style="list-style-type: none"> • Commit to a culture of growth by engaging in the performance and development cycle (APDP) • Understand <i>The Somerset Standard of Teaching and Learning</i> and their role and responsibilities in supporting precision teaching and learning <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Implement high impact teaching strategies outlined in <i>Whole School Approach to Pedagogy</i> • Analyse and use data to monitor impact of pedagogy and inform next steps for teaching and learning • Effectively plan enactment of Australian Curriculum V9 in all learning areas using school-wide processes • Provide precise feedback, aligned to <i>The Somerset Standards</i>, that identifies the learner's next steps to improve their knowledge and understanding of the curriculum <p>Leadership team can/will:</p> <ul style="list-style-type: none"> • Review and refine whole school curriculum plan to align with Australian Curriculum V9 and DoE's Curriculum, Assessment and Reporting Framework • Formalise marker student meetings and establish processes for disaggregating data for cohorts and priority groups, to determine specific, achievable targets and monitor progress • Build teacher capability in using digital pedagogies and resources to enhance student engagement and learning • Strengthen monitoring processes, including Learning Walks and Talks, to evaluate effectiveness of improvement strategies and actions
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Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028
Developing	✓	✓			Developing	✓	✓			Developing	✓	✓		
Implementing	✓	✓	✓	✓	Implementing	✓	✓	✓	✓	Implementing	✓	✓	✓	✓
Embedding			✓	✓	Embedding			✓	✓	Embedding			✓	✓
Reviewing				✓	Reviewing				✓	Reviewing				✓

Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.


Principal - Tom Black


P&C President – Lindy Phillips


School Supervisor – Tracy Egan