

School Strategic Plan 2025-2029

Somerville Rise Primary School (5372)



Submitted for review by Matthew Jackson (School Principal) on 27 August, 2025 at 04:14 PM
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School Strategic Plan - 2025-2029

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School vision	Somerville Rise Primary School delivers a high quality, differentiated curriculum using evidence-based teaching and learning practices. We develop and support student relationships and wellbeing to increase engagement and develop active, inclusive members of our community.
School values	<p>At Somerville Rise Primary School, our values of Kindness, Creativity and Curiosity guide everything we do.</p> <ul style="list-style-type: none">* Kindness provides a strong basis for decision-making and action, ensuring our choices are respectful, inclusive and caring towards ourselves and all members of our school community.* Creativity shapes the way we work together, inspiring shared expectations and innovative ways of thinking and learning.* Curiosity helps our school community remain focused on what is important - fostering a love of learning, questioning and growth. <p>Together, these values create a positive and supportive environment where every learner can thrive.</p>
Context challenges	<p>Somerville Rise Primary School is a diverse and growing learning community with a strong focus on inclusion, engagement and achievement for all students. Several key challenges have been identified that have been linked to FISO 2.0.</p> <p>Teaching and Learning:</p> <ul style="list-style-type: none">• While overall student achievement has made growth over the duration of the strategic plan, many outcomes are below like schools and network data sets.• NAPLAN achievements are also showing signs of improvement, school results are below state and like school achievements.• Differentiation was not observed in all classrooms during fieldwork and is identified as an area of work in future plans.• Low level student behaviours were identified as impacting teaching and learning programs in the classrooms.• Instructional Model consistency was highlighted with teacher timing of lesson components inconsistent across the school.

	<p>Leadership</p> <ul style="list-style-type: none"> • Middle leaders have been developing their leadership skills. The challenge of leading teams is relative new and was identified in the review process. <p>Assessment</p> <ul style="list-style-type: none"> • While consistency has been developed across the school, lack of curriculum knowledge has been identified as a challenge for less experienced teachers when being able to assess student achievements. <p>Support and Resources</p> <ul style="list-style-type: none"> • Change in school teaching and learning approach has seen the introduction of a number of new initiatives across the school. Challenge identified as potential cognitive overload for staff. <p>Engagement</p> <ul style="list-style-type: none"> • Student attendance has been identified a challenge impacting student achievement and engagement. 2024 data sets demonstrated more than 50% had 20+ days of absences. • AtoSS results identified challenges around cohorts of students not developing positive relationships with their teacher. • Engaging families as partners in learning, particularly those from diverse and vulnerable backgrounds, remains an important challenge. Strengthening relationships, communication and opportunities for genuine collaboration will support student outcomes and community connectedness. <p>A key challenge lies in building collective efficacy and consistency of practice across all classrooms. Continued focus on collaborative planning, data-informed decision-making and distributed leadership is necessary to ensure alignment and coherence in teaching and learning.</p>
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>Somerville Rise Primary School is committed to ensuring that every student experiences high levels of learning growth, wellbeing, and engagement. We aim to provide a safe, inclusive and stimulating learning environment where our school values of Kindness, Creativity and Curiosity guide all actions and interactions. Our intent is to embed consistent, evidence-based teaching practices and create a culture of high expectations so that all students can thrive academically, socially and emotionally.</p> <p>Rationale</p> <p>Our self-evaluation and review identified that while student achievement is improving, the school needs to strengthen the</p>

consistency of teaching practice to ensure sustained learning growth for every student and addressing increasing wellbeing needs are essential to achieving equitable outcomes. By prioritising collective efficacy, cultural safety, student voice, and partnerships with families, we will build a positive climate for learning and strengthen community trust. This focus will ensure that no student is left behind, and that every learner has the opportunity to succeed.

Focus

Over the next four years, the Strategic Plan will prioritise the following:

Teaching and Learning

- Excellence in Teaching and Learning
- Embed a consistent instructional model across all classrooms.
- Use of data and evidence to drive planning, teaching and assessment.
- Differentiate learning to extend high ability students and support those requiring additional intervention.

Engagement

- Strengthen whole-school approaches to wellbeing and engagement, focusing on student voice and leadership.
- Ensure inclusive practices that support all students.
- Build staff capacity to respond to the increasing complexity of student wellbeing needs.
- Deepen partnerships with families and the wider community, with a focus on cultural safety and inclusive engagement.
- Enhance opportunities for parents and carers to support student learning and wellbeing.

Leadership

- Foster collective efficacy through professional learning communities and collaborative practice.
- Develop shared accountability for student learning growth across the school.
- Strengthen leadership capacity to drive improvement and sustain consistent practice.

Through these priorities, the Strategic Plan will unfold progressively:

Years 1 - 2: Consolidate instructional practice, build staff capability, and strengthen wellbeing frameworks.

Years 3 - 4: Embed consistency across the school, deepen family and community partnerships, and evaluate impact to ensure sustained improvement and growth.

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Goal 1	Improve student learning outcomes in literacy and numeracy.
Target 1.1	<p>By 2029, increase the percentage of students achieving in the Exceeding and Strong proficiency level in:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 47% (2025) to 57%.• Writing from 65% (2025) to 75%.• Spelling from 24% (2025) to 50%.• Numeracy from 31% (2025) to 50%. <p>Year 5</p> <ul style="list-style-type: none">• Reading from 57% (2025) to 67%.• Writing from 71% (2025) to 81%.• Spelling from 39% (2025) to 50%.• Numeracy from 50% (2025) to 60%.
Target 1.2	<p>By 2029 increase the percentage of Year 5 students demonstrating high and medium growth in NAPLAN:</p> <ul style="list-style-type: none">• Reading from 70% (2025) to 75%• Writing from 71% (2025) to 75%• Numeracy from 63% (2025) to 70%.

<p>Target 1.3</p>	<p>By 2029, the percentage of students achieving at or above expected level against the Victorian Curriculum, according to teacher judgements prep to year will increase in:</p> <ul style="list-style-type: none"> • Reading and viewing from 69% (Semester 2, 2024) to 80%. • Writing from 71% (Semester 2, 2024) to 80%.
<p>Target 1.4</p>	<p>By 2029, the percentage of students achieving at or above expected level against the Victorian Curriculum, according to teacher judgements prep to year will be maintained in Mathematics 2.0 at 82% (Semester 2, 2024).</p>
<p>Target 1.5</p>	<p>By 2029, the percentage of positive endorsement in the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> • Instructional leadership will be maintained at 98% (2024). • Collective focus on student learning will be maintained at 95% (2024). <p>Teaching and Learning module – Evaluation</p> <ul style="list-style-type: none"> • Understand and analyse data will increase from 73% (2024) to 80%. <p>Teaching and Learning module Planning</p> <ul style="list-style-type: none"> - Plan differentiated learning activities will be maintained at 91% (2024). - Understand curriculum will increase from 73% (2024) to 80%. <p>Teaching and Learning module – Implementation</p> <ul style="list-style-type: none"> - Understand formative assessment will increase from 73% (2024) to 80%. <p>Teaching and Learning module – Practice improvement</p> <ul style="list-style-type: none"> • Seek feedback to improve practice will be maintained at 91% (2024).

<p>Target 1.6</p>	<p>By 2029, increase the percentage of positive endorsement in the student Attitudes to School Survey (AtoSS) for the factors of:</p> <ul style="list-style-type: none"> • Stimulated learning from 75% (2025) to 80%. • School connectedness from 69% (2025) to 75%. • Motivation and interest from 64% (2025) to 70%.
<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Review, refine and embed the school's instructional model, ensuring alignment to the Victorian Teaching and Learning Model 2.0 (VTLM 2.0).</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on</p>	<p>Strengthen collaborative team processes by building teachers' knowledge of the curriculum and assessment to plan differentiated learning to challenge and extend students.</p>

<p>student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build teacher knowledge and application of reading sequence of learning, skills and concepts to improve student outcomes at years 3 to 6</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>Improve student wellbeing outcomes.</p>
<p>Target 2.1</p>	<p>By 2029, increase the level of positive endorsements in the student Attitudes to School Survey for factors:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation 72% (2025) to 75%. • Student voice and agency from 58% (2025) to 65%. • School connectedness from 69% (2025) to 75%.
<p>Target 2.2</p>	<p>By 2029, maintain the percentage of positive endorsement in the School Staff Survey for the factor of Collective responsibility from 86% (2024).</p>
<p>Target 2.3</p>	<p>By 2029, decrease the percentage of students with 20 or more absent days from 53% (2024) to 45%.</p>

	By 2029, maintain the average attendance rate for students in years Foundation to year 6 at 85% (2024).
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed multi-tiered systems of support that enhance student wellbeing, inclusion, engagement and behaviour.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Activate student voice and leadership to strengthen student participation and capacity to engage in their learning.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	