

# School Strategic Plan 2021-2025

Somerville Rise Primary School (5372)



Submitted for review by Nicole Fammartino (School Principal) on 10 December, 2021 at 08:34 AM  
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# School Strategic Plan - 2021-2025

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<b>School vision</b>	SRPS encourages the development of the whole student. Our aim is to support learners to become reflective thinkers through an inquiry based approach. We promote creativity, celebrate individual strengths and provide opportunities for students to develop the essential skills to be active participants in a global community.
<b>School values</b>	<p>The Somerville Rise school community has developed a set of core values which underpin our relational learning philosophy.</p> <p>These values are:</p> <p>RESPECT – We have respect for ourselves, others, our school, our community and the environment.</p> <p>INTEGRITY – We are honest and true to ourselves.</p> <p>SERVICE – We are grateful for all we have and enjoy doing things to help others.</p> <p>EMPATHY – We try to understand and share the feelings of others.</p> <p>As a school community we have developed statements of expected behaviours around these values that support learning, wellbeing and professional growth.</p>
<b>Context challenges</b>	<p>SRPS has experienced a declining population over the last five years with enrolments dropping approximately 60%. This had led to teaching staff facing excess and has greatly impacted staff confidence, trust and wellbeing. COVID and staff movement has also impacted the stability of staff in 2021.</p> <p>Approximately 7% of students at SRPS are funded under the Program for Students with Disabilities and we have a large number of students with high level needs. We also have a high ratio of male to female students (70 / 30 in senior school, 60/40 middle school, 50/50 junior school) which has impacted the culture and sense of safety for some students within the Senior School.</p> <p>An analysis of our NAPLAN data indicates a drop off in growth in the Middle and Senior end of the school. The School Review Panel agreed that the school's approach to multi-aged classes that linked to an inquiry learning approach from Prep to Year 2 was a school highlight so we need to look at was to build upon this approach in the Middle and Senior years.</p>

	Our school also has a high level of maintenance required which is not covered by the allocated funding.
<b>Intent, rationale and focus</b>	<p>Intent: To deliver improved outcomes for all students in literacy and numeracy and to support the wellbeing of all students.  Rationale: Key directions as determined from the School Review Panel.</p> <p>Year 1</p> <ol style="list-style-type: none"> <li>1. PLC training (improved use of assessment, planning, differentiation, teacher capacity, HITS)</li> <li>2. Introducing a Synthetic Phonics approach in Literacy in the Junior school (LLLL)</li> <li>3. Consolidation of PMSS work</li> <li>4. Inner circle - restorative training / Berry Street</li> <li>5. School pride - pride in the learning in environment</li> </ol> <p>Year 2</p> <ol style="list-style-type: none"> <li>6. Student voice agency (shared understanding)</li> <li>7. PLC evolving (improved use of assessment, planning, differentiation, teacher capacity, HITS)</li> <li>8. Instructional model (consolidate)</li> </ol> <p>Year 3</p> <ol style="list-style-type: none"> <li>9. Student voice agency (whole school approach)</li> <li>10. PLC embedding (improved use of assessment, planning, differentiation, teacher capacity, HITS)</li> </ol>

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<b>Goal 1</b>	Improve student learning growth in literacy.
<b>Target 1.1</b>	<p>NAPLAN – Top Two Bands:</p> <p>To increase the percentage of students achieving in the top two bands of NAPLAN for Year 5 students in:</p> <ul style="list-style-type: none"><li>• Reading from 28 per cent in 2019 to 33 per cent by 2025</li><li>• Writing from 13 per cent in 2019 to 18 per cent by 2025.</li></ul> <p>To decrease the percentage of students achieving in the bottom two bands of NAPLAN for Year 5 students in:</p> <ul style="list-style-type: none"><li>• Reading from 25 per cent in 2019 to 13 per cent by 2025</li><li>• Writing from 26 per cent in 2019 to 16 per cent by 2025.</li></ul>
<b>Target 1.2</b>	<p>Benchmark growth - NAPLAN:</p> <p>To increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"><li>• Reading from ten per cent in 2019 to 20 per cent by 2025</li><li>• Writing from ten per cent in 2019 to 17 per cent by 2025.</li></ul>
<b>Target 1.3</b>	Victorian Curriculum as assessed by teachers in Semester 2:

	<p>Students to achieve at or above expected growth as assessed by teachers in Semester 2 in Reading for:</p> <ul style="list-style-type: none"> <li>• Year 4 from 75 per cent in 2019 to 83 per cent by 2025</li> <li>• Year 5 from 67 per cent in 2019 to 80 per cent by 2025</li> <li>• Year 6 from 71 per cent in 2019 to 80 per cent by 2025.</li> </ul> <p>Students to achieve at or above expected growth as assessed by teachers in Semester 2 in Writing for:</p> <ul style="list-style-type: none"> <li>• Year 4 from 66 per cent in 2019 to 78 per cent in 2025</li> <li>• Year 5 from 70 per cent in 2019 to 78 per cent in 2025</li> <li>• Year 6 from 70 per cent in 2019 to 78 per cent in 2025.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capability to effectively teach literacy.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Improved use of assessment to inform planning for differentiation.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Implement the Professional Learning Community initiative to improve the use of data to inform planning and improved teacher practice.
<b>Goal 2</b>	Improve student learning outcomes in numeracy for all students.
<b>Target 2.1</b>	<p>NAPLAN Top and Bottom Two Bands:</p> <ul style="list-style-type: none"> <li>• To increase the percentage of students achieving in the top two bands of NAPLAN for Year 5 Numeracy from 16 per cent in 2019 to 24 per cent by 2025.</li> <li>• To decrease the percentage of students achieving in the bottom two bands of NAPLAN for Year 5 Numeracy from 23 per cent in 2019 to 14 per cent by 2025.</li> </ul>

<b>Target 2.2</b>	<p>Victorian Curriculum as assessed by teachers in Semester 2:</p> <p>To increase the percentage of students achieving above expected level in Number and Algebra, according to teacher judgements for:</p> <ul style="list-style-type: none"> <li>• Year 4 from 12 per cent in 2019 to 27 per cent by 2025</li> <li>• Year 5 from 18 per cent in 2019 to 27 per cent by 2025</li> <li>• Year 6 from nine per cent in 2019 to 27 per cent by 2025.</li> </ul> <p>To decrease the percentage of students achieving below expected level in Number and Algebra, according to teacher judgements for:</p> <ul style="list-style-type: none"> <li>• Year 4 from 33 per cent in 2019 to 11 per cent by 2025</li> <li>• Year 5 from 39 per cent in 2019 to 11 per cent by 2025</li> <li>• Year 6 from 40 per cent in 2019 to 11 per cent by 2025.</li> </ul>
<b>Target 2.3</b>	<p>To increase the percentage of students achieving above benchmark growth in NAPLAN from Year 3 to Year 5 for Numeracy from seven per cent in 2019 to 20 per cent in 2025.</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	<p>Improve teacher knowledge and skill to implement a numeracy curriculum that caters for all learners.</p>
<b>Key Improvement Strategy 2.b</b> Instructional and shared leadership	<p>Review, refine and embed the agreed Numeracy Instructional Model.</p>
<b>Key Improvement Strategy 2.c</b>	<p>Use the PLC initiative to build teacher effectiveness to plan for differentiated learning.</p>

Building practice excellence	
<b>Goal 3</b>	Empower students to be active agents in their learning.
<b>Target 3.1</b>	<p>To increase the percentage of positive endorsement from students in the Attitudes to School Survey for the domains of:</p> <ul style="list-style-type: none"> <li>• Effective practice for cognitive engagement from the domain average of 74 per cent in 2019 to 81 per cent for each factor by 2025</li> <li>• Learner characters and dispositions from the domain average of 79 per cent in 2019 to 84 per cent for each factor by 2025.</li> </ul> <p>Note: The domain average for 2019 was calculated by adding the percentage of positive endorsement for each factor and then dividing by the number of factors for that domain.</p>
<b>Target 3.2</b>	<p>To increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Effective teaching from 70 per cent in 2019 to 80 per cent by 2025</li> <li>• Stimulating learning environment from 74 per cent in 2019 to 83 per cent by 2025</li> <li>• Student Motivation and support from 61 per cent 2019 to 81 per cent by 2025</li> <li>• Student agency and voice from 74 per cent in 2019 to 81 per cent by 2025.</li> </ul>
<b>Target 3.3</b>	<p>To increase the percentage of positive endorsement in the School Staff Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 36 per cent in 2019 to 68 per cent by 2025</li> <li>• Collective focus on student learning from 75 per cent in 2019 to 90 per cent by 2025</li> <li>• Trust in students and parents was 44 per cent in 2019 to 69 per cent by 2025</li> </ul>

	<ul style="list-style-type: none"> <li>Promote student ownership over learning goals from 67 per cent in 2019 to 86 per cent by 2025.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build a shared understanding of student voice and agency across the school community.
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Develop and implement a whole school approach to build students' capacity to self-regulate and self-monitor their own learning.
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Build staff capacity to co-design with and provide opportunities for students to exercise authentic agency in their learning.