

**5537 – Springvale Rise Primary School Strategic Plan
2018 - 2021**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Debbie Cottier 15/11/17[name].....[date][name].....[date]
School council: Sean O'Reilly 15/11/17[name].....[date][name].....[date]
Delegate of the Secretary: Ken Robinson[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>We aspire to create an inclusive and respectful learning community that nurtures, supports, inspires and challenges all members of the school community to achieve and celebrate their personal best within a culture of collaboration, shared responsibility and high expectations.</p> <p>Three characteristics that underpin the above are:</p> <ul style="list-style-type: none"> our students being at the centre of the school's curriculum planning, and learning and teaching models. (with a focus on the whole child) student and adult learning that is supported through a culture of collaboration and shared responsibility high expectations <p>"Two Campuses – One School"</p>	<p>At Springvale Rise Primary School our core values are:</p> <p>Collaboration</p> <ul style="list-style-type: none"> <i>Working together to create something new and with a common goal in mind</i> <p>Excellence</p> <ul style="list-style-type: none"> <i>Empowering all members of the school community to achieve and celebrate their personal best within a culture of high expectations</i> <p>Resilience</p> <ul style="list-style-type: none"> <i>Bouncing back from difficulties or disappointments</i> <i>Accepting challenges, trying hard and not giving up easily</i> <p>Respect</p> <ul style="list-style-type: none"> <i>Caring for, understanding, accepting and appreciating others and ourselves</i> <i>Looking after our environment</i> <i>Honesty, integrity and consideration</i> <i>Celebrating diversity – diversity of cultural background, diversity of religion, diversity of thinking</i> 	<p>Springvale Rise Primary School is a dual-campus school located in the South-Eastern Victoria Region of Melbourne approximately twenty-five (25) kilometres from the metropolitan city centre. Foundation to Year 6 programs operate on both campuses. On Census Day in 2017, the school had an official total enrolment of 550 students (a steadily increasing enrolment trend from 475 in 2013) and an SFO index of 0.81. Approximately 83% of these students have origins outside of Australia and a Language Background Other Than English. Around 27% of students are also from a refugee-type background; adding to the diverse multicultural profile of the school. The Springvale Rise Primary School Community Hub supports the whole family by building the capacity of mothers, developing social networks, providing access to services and creating pathways to education and training.</p> <p>2017 has seen the establishment of a brand new leadership team comprising of the Principal, two Campus Principals (Assistant Principals) and five leading teachers (all of whom are new to the school and/or the role). The current teaching profile includes 11 out of 25 home group teachers who are very new to the profession. (ie. With less than three years' experience.) The school also has twelve part-time teachers currently on staff.</p> <p>A wide variety of additional complexities do present challenges for work undertaken within the school. These consist of: the school having 2 campuses situated several kilometres apart, a high level of student mobility, a continual influx of students from the Noble Park English Language centre and / or of refugee-type backgrounds (with both parents and children having had little or no schooling and a history of trauma), high numbers of EAL students and families with a low socio-economic profile.</p>	<p>Moving forward Springvale Rise Primary school will focus on:</p> <ol style="list-style-type: none"> The Professional Leadership FISO priority area - <i>Building Leadership Teams</i> dimension. Effective schools build an improvement culture by developing the capabilities of their leadership teams to empower and develop staff, both individually and collectively, at their point of need. Moreover, additional authentic distributive leadership opportunities for staff also needs to be strategically planned to enable the school to develop the capacity of potential leaders. (#growing leaders). <i># If we develop the leadership capacity of key staff in the school, then we will be able to more effectively build teacher capacity and in turn improve student learning outcomes.</i> The Excellence in Teaching and Learning FISO priority area – <i>Building Practice Excellence and Evidence-Based High-Impact Strategies</i> dimensions. Effective schools are learning communities, which have a culture of collaboration and collective responsibility at their core. At Springvale Rise Primary School, we need to prioritise the development of highly effective Professional Learning Teams - which facilitate a cycle of inquiry (action research). Learning Centre Teams need to learn to work collaboratively to review and develop their practice – observing and discussing best practice, selecting and trialling agreed high impact strategies and developing a clear instructional model based on research. Monitoring impact via a variety of student outcome data also needs to become routine. <i># If we build the instructional capacity of all teachers and ensure high impact strategies are used in every classroom, then we will improve student learning outcomes.</i> The Positive Climate for Learning FISO priority area – <i>Empowering Students and Building School Pride</i> dimension. Positive and productive relationships between teacher and student is a key feature of the school's philosophy with the <i>Teacher Advisor (TA)</i> program providing the opportunity for each home-group teacher to regularly meet with their students on a one-to-one basis. The school now needs to investigate how we can respond to a wider range of student feedback sources in order to increase student voice, and activate a greater level of student agency.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																				
<p>To maximise student performance and learning growth in Literacy and Numeracy with a particular objective to improve student learning outcomes in Reading and Number.</p> <p><i>If we embed a clear and consistent instructional model that is based on research relating to high-impact teaching strategies and use multiple sources of evidence to track students' progress, monitor the impact of teaching and learning, and differentiate learning programs to suit individual student needs then we will improve student learning outcomes.</i></p> <p><i>If we build the instructional leadership capacity of key staff in the school; including strengthening their expertise in proven coaching methods, collaborative practices and models for developing collective efficacy then we will ensure a culture of collaboration and continuous school improvement. Teachers will also have more opportunities to develop their skills and knowledge which in turn will result in improved student learning outcomes.</i></p>	<p>FISO Priority: Excellence in Teaching and Learning FISO Initiative: Evidence-based high-impact strategies</p>	<p>Develop and implement a clear and consistent instructional model that is based on research and incorporates high-impact teaching strategies (with a particular emphasis on setting goals and explicit teaching).</p>	<ul style="list-style-type: none"> An increased percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN for both Reading and Numeracy <table border="1"> <thead> <tr> <th rowspan="2">% in top two bands</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2021</th> </tr> <tr> <th>Yr3</th> <th>Yr5</th> <th>Yr3</th> <th>Yr5</th> <th>Yr3</th> <th>Yr5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>29%</td> <td>32%</td> <td>20%</td> <td>45%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>61%</td> <td>22%</td> <td>48%</td> <td>13%</td> <td>65%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>25%</td> <td>22%</td> <td>19%</td> <td>40%</td> <td>30%</td> </tr> </tbody> </table> An increased percentage of Year 5 students achieving high or medium learning gain in NAPLAN for both Reading (aiming for 85%) and Numeracy (aiming for 85%). <table border="1"> <thead> <tr> <th rowspan="2">% of students achieving high learning gain</th> <th colspan="3">2016</th> <th colspan="3">2017</th> </tr> <tr> <th>Low</th> <th>Med</th> <th>High</th> <th>Low</th> <th>Med</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>50%</td> <td>33%</td> <td>50%</td> <td>38%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>43%</td> <td>23%</td> <td>24%</td> <td>44%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>43%</td> <td>35%</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> </tbody> </table> 	% in top two bands	2016		2017		2021		Yr3	Yr5	Yr3	Yr5	Yr3	Yr5	Reading	38%	29%	32%	20%	45%	35%	Writing	61%	22%	48%	13%	65%	25%	Numeracy	34%	25%	22%	19%	40%	30%	% of students achieving high learning gain	2016			2017			Low	Med	High	Low	Med	High	Reading	17%	50%	33%	50%	38%	12%	Writing	34%	43%	23%	24%	44%	32%	Numeracy	22%	43%	35%	21%	53%	26%
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To maximise engagement and learning outcomes for every student in every classroom.

If we develop a shared understanding of the importance of student voice, leadership and agency and embed formal processes to achieve a high level of all three at the classroom and school level, then our students will engage more deeply and positively in their learning experiences, and develop greater self-confidence, self-efficacy and self-regulation.

FISO Priority: **Positive Climate for Learning**
 FISO Initiative: **Empowering Students and Building School Pride**

Develop a shared understanding of the importance of student voice, leadership and agency and embed formal processes to ensure these elements are fostered at a high level within the classroom and across the school.

- Improved Student Attitudes to School Survey results (updated version) – particularly related to the Social Engagement measures for *Sense of Connectedness, Sense of Inclusion* and *Student Voice and Agency*.

Student Attitudes To School Survey	2016	2017	2021
Participation Rate	100%	93%	100%
		Percentile	Percentile
Connectedness	NA	58 th	75 th
Sense of Inclusion	NA	44 th	75 th
Voice and Agency	NA	58 th	75 th

- Improved Parent Opinion survey results (updated version) – particularly related to the *General Satisfaction, Student Voice and Agency, Confidence and Resilience Skills, and Student Connectedness* measures.

Parent Survey	2016	2017	2021
Participation Rate	100%	93%	100%
		Percentile	Percentile
General Satisfaction	NA	41 st	50 th
Voice & Agency	NA	70 th	75 th
Confidence & Resilience	NA	46 th	50 th
Connectedness	NA	63 rd	75 th