

School Strategic Plan 2021-2025

Springvale Rise Primary School (5537)



Submitted for review by Debbie Cottier (School Principal) on 06 March, 2022 at 12:39 PM

Endorsed by Tina Clydesdale (Senior Education Improvement Leader) on 10 March, 2022 at 02:25 PM

Endorsed by Louisa Willoughby (School Council President) on 11 March, 2022 at 05:31 AM

School Strategic Plan - 2021-2025

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School vision	<p>At Springvale Rise Primary School 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>
School values	<p>At Springvale Rise Primary School our core values are:</p> <p>Collaboration</p> <ul style="list-style-type: none">• Working together to create something new and with a common goal in mind <p>Excellence</p> <ul style="list-style-type: none">• Empowering all members of the school community to achieve and celebrate their personal best within a culture of high expectations <p>Resilience</p> <ul style="list-style-type: none">• Bouncing back from difficulties or disappointments• Accepting challenges, trying hard and not giving up easily <p>Respect</p> <ul style="list-style-type: none">• Caring for, understanding, accepting and appreciating others and ourselves• Looking after our environment• Honesty, integrity and consideration• Celebrating diversity – diversity of cultural background, diversity of religion, diversity of thinking

<p>Context challenges</p>	<p>A number of key context challenges are detailed below:</p> <p>1.) Covid-19 Recovery The Covid-19 pandemic will continue to present very real challenges in the short, medium and long term in our school setting. We will need to prioritise the health and wellbeing of not only all our students, but our staff and our families as well. Our responsive approach to the current reality will need to consider not only what we are teaching - and WHAT we are focusing on for our social, emotional and relational leadership learning – but HOW we are doing the learning in order for us to move from recovery mode back to high functioning as individuals, teams and as a whole school community.</p> <p>2.) Complexities of a Dual Campus School It is anticipated that many of the complexities associated with being a dual campus primary school will continue into the next School Strategic Plan period. The most significant of these challenges will be those associated with maintaining clear communication and consistency of practice across both campuses. Over the next four-year period it is acknowledged that we will have to continually reflect on and refine our organisational design, structures, processes and accountability protocols in response to these complexities</p> <p>3.) PLC Approach Still Relatively New With collaborative planning for campus-based learning centre teams only introduced in 2018, PLC professional learning and the initial implementation phase only actioned in in 2019 and then the complications associated with COVID19 in 2020 / 2021, it is reasonable to suggest that the school's implementation of the PLC approach is still in its infancy. This in itself presents many challenges and it is our belief that more robust, data driven PLTs will need to be an immediate focus moving forward, with whole school improvement practices (including teaching and learning cycles) also more clearly aligned to the FISO improvement cycle.</p>
<p>Intent, rationale and focus</p>	<p>Springvale Rise Primary School's objective is to provide every child in every classroom with inclusive, authentic and cognitively engaging learning opportunities that ensure social, emotional and academic growth; supporting all students to reach their personal best and become confident, successful and active members of society.</p> <p>Our focus, moving forward into the next School Strategic Plan period, will incorporate an equal emphasis on enhancing student wellbeing and student learning outcomes; acknowledging the importance of wellbeing, both as an enabler of learning outcomes and as an outcome in its own right. ["Healthy behaviour and the development of social-emotional skills in safe and supported learning environments is linked to improved attendance, engagement and academic outcomes." (UNESCO, 2021)]</p> <p>Springvale Rise Primary School will continue to expand its whole school approach to wellbeing and inclusion; embedding agreed practices at the classroom level (such as our highly regarded Social and Emotional Learning program which is founded on a Restorative Practices approach and incorporates the Zones of Regulation framework and Respectful Relationships program) and establishing Tier 2 and Tier 3 interventions. The intentional strengthening of partnerships with key specialist services, education</p>

providers and community organisations will also assist us in providing even more responsive supports for our students (and their families).

Teachers and leaders will also continue to utilise the Springvale Rise Primary School Instructional Model (with a focus on ensuring highly effective implementation across the school) and prioritise the use of evidence to drive school improvement at all levels of leadership.

Underpinning all of this will be an increased emphasis on supporting genuine student voice and agency.

NOTE:

Learning and Wellbeing as documented in FISO 2.0 are defined as follows:

- Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum (F–10) and senior secondary pathways.
- Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

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Goal 1	To maximise student learning outcome achievements in Reading, Writing and Numeracy.																								
Target 1.1	<p>Attitudes to School Survey</p> <p>By 2025 increase the percentage of positive endorsements in the Attitudes to School Survey for the following variables</p> <table border="1"> <thead> <tr> <th>Variables</th> <th>2021</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Student voice and agency</td> <td>72%</td> <td>82%</td> </tr> <tr> <td>Sense of confidence</td> <td>75.3%</td> <td>85%</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>89%</td> <td>92%</td> </tr> <tr> <td>Differentiated learning challenge</td> <td>89%</td> <td>92%</td> </tr> </tbody> </table>	Variables	2021	2025	Student voice and agency	72%	82%	Sense of confidence	75.3%	85%	Self-regulation and goal setting	89%	92%	Differentiated learning challenge	89%	92%									
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Target 1.2	<p>NAPLAN:</p> <p>By 2025 increase the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN for Reading, Writing and Numeracy and in turn, decrease the percentage of Year 5 students assessed as "at" or "below" benchmark growth in NAPLAN for Reading, Writing and Numeracy.</p> <table border="1"> <thead> <tr> <th rowspan="2">NAPLAN benchmark growth</th> <th colspan="2">High growth: above</th> <th colspan="2">Low growth: At or below</th> </tr> <tr> <th>2021</th> <th>2025</th> <th>2021</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>30%</td> <td>33%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>23%</td> <td>24%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>30%</td> <td>26%</td> <td>18%</td> </tr> </tbody> </table> <p>By 2025 increase the percentage of students in Year 3 and Year 5 achieving in the top two NAPLAN bands for Reading, Writing and Numeracy</p>	NAPLAN benchmark growth	High growth: above		Low growth: At or below		2021	2025	2021	2025	Reading	23%	30%	33%	25%	Writing	15%	23%	24%	20%	Numeracy	21%	30%	26%	18%
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<p>Key Improvement Strategy 1.a Empowering students and building school pride</p>	<p>Activate student voice and agency to strengthen students' cognitive engagement in, and ownership of, their learning.</p> <p>*ENGAGEMENT – FISO 2.0</p>																																								

Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed the Springvale Rise Primary School instructional model in a consistent and intentional manner throughout the school. *TEACHING AND LEARNING – FISO 2.0															
Key Improvement Strategy 1.c Evaluating impact on learning	Build the capacity of all staff to effectively use evidence to drive school improvement. *ASSESSMENT – FISO 2.0															
Goal 2	To strengthen the wellbeing, inclusion, and confidence of every student.															
Target 2.1	<p>Attendance Data:</p> <p>By 2025 decrease the percentage of students in F – 6 who have been absent for 20+ days over a school year</p> <table data-bbox="667 746 1265 810"> <thead> <tr> <th>Attendance (Panorama)</th> <th>2019</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>20+ days absence</td> <td>29%</td> <td>16%</td> </tr> </tbody> </table> <p>By 2025 increase the percentage of students in F – 6 who have achieved above a 90% attendance rate and decrease the percentage of students who have been late to school more than eight (8) school days over a school year</p> <table data-bbox="667 1029 1265 1121"> <thead> <tr> <th>Attendance (Compass)</th> <th>2019</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Students with >90% attendance</td> <td>33%</td> <td>19%</td> </tr> <tr> <td>Students with >8 days late</td> <td>10%</td> <td>8%</td> </tr> </tbody> </table> <p>**NOTE: Attendance data from 2019 has been used as our benchmark since data from 2020 and 2021 is significantly impacted upon due to students “learning from home” for a large part of the year.</p>	Attendance (Panorama)	2019	2025	20+ days absence	29%	16%	Attendance (Compass)	2019	2025	Students with >90% attendance	33%	19%	Students with >8 days late	10%	8%
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Key Improvement Strategy 2.a Health and wellbeing	<p>Further develop the school's tiered and responsive approach to wellbeing and inclusion.</p> <p>*SUPPORT AND RESOURCES – FISO 2.0</p>																		
Key Improvement Strategy 2.b	<p>Strengthen partnerships with specialist services, education providers, and community organisations to provide responsive support to students.</p>																		

Networks with schools, services and agencies

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