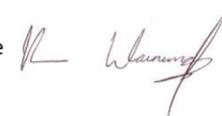


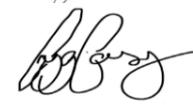


Ripplebrook Primary School Strategic Plan 2016 - 2019

Endorsement

Principal:  **Liz Alderson** 25th March 2016
 School council:  **Gregg Casey** 25th March 2016
 Delegate of the Secretary:  **Shane Wainwright** 25th March 2016

Re-endorsement - Targets changed

Principal:  **Liz Alderson** 18th December 2017
 School council:  **Gregg Casey** 18th December 2017
 Delegate of the Secretary:  **Deborah Harry** 14th December 2017

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Ripplebrook Primary School strives to uphold its motto of 'Leaping Forward'. We will provide a stimulating, friendly, safe and inclusive learning environment where the efforts of all are valued. It will equip each student with the skills and knowledge to achieve their personal best.</p>	<p>We care</p> <ul style="list-style-type: none"> We take an interest in the welfare of each other. We listen to our students, parents and community. We demonstrate empathy and act with compassion. <p>We are respectful</p> <ul style="list-style-type: none"> We respect the needs and rights of all members of our school community. We look after our school and treat property with care. We follow directions co-operatively, responsibly and promptly. We are sensitive to the feelings of others. <p>We value diversity</p> <ul style="list-style-type: none"> We accept and celebrate difference. We tolerate all, regardless of gender, ability or diagnosis. We design our curriculum to cater for everyone. <p>We are resilient</p> <ul style="list-style-type: none"> We set goals and persist in working towards them. We understand that mistakes are part of learning. We accept help and support from others. We learn new skills and challenge ourselves. We solve problems. <p>We are Responsible in our community by....</p> <ul style="list-style-type: none"> -Being organised and ready to learn. -Taking ownership of my actions and belongings. 	<p>Ripplebrook Primary School is located on Westernport Road in the township of Ripplebrook. The school sits just outside the growth corridor, approximately 15 minutes from Lang Lang and 10 minutes from Drouin. During the period from 2011 to 2015, enrolment has grown from 8 students to 32 students. The student population is organised into 2 grades, P-2 and Gr 3-6, but in smaller learning clinics for Reading, Writing, Mathematics and Spelling until lunchtime. The school works hard to maintain a small school atmosphere consistent with its motto of a 'Leaping Forward'. Most students (approximately 80%) travel from areas beyond the school's local vicinity. Parents choose the school because it has a reputation for catering to the diverse needs of all students; the student population is small compared to nearby schools; the friendliness of the staff; and the extra-curricula family-friendly activities that are offered. The school's Foundation year intake comes from at least 3 preschool locations. The student family occupation density (SFO) has varied over the period from 0.87 in 2012 to 0.69 in 2015. This suggests the school has a low to mid-range socio-economic profile and student achievement could be expected to be close to state means. There are no students with English as an additional language (EAL). There is a large Program for Students with Disabilities (PSD) and special needs. The school's facilities are well maintained and consist of two portable classrooms. The office area has just completed an upgrade by locally raised fund and consists of an office area and kitchen which doubles as a staffroom and community meeting area. The art room and recreation area remainder of big shed are facilities raised by the community. The school site has an oval, basketball court, sandpit, established playgrounds and quiet areas for student play. There is no segregation of the playground. The established school grounds have a number of mature trees. The school grounds are maintained through the support of the close-knit school community. The school leadership promotes a supportive team culture and shared responsibility for the learning of all children has continued to support the development of consistent teaching and learning practices across the school.</p>	<ul style="list-style-type: none"> The school fosters close links with parents and the broader school community. The school commits to the delivery of its vision and goals to ensure implementation of the school's Strategic Plan. The school prides its self as a positive learning environment The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. All students will receive instruction that is adapted to their individual needs.



	<p>-Having a shared responsibility for looking after our Learning Community and environment</p> <p>We are Active Learners in our community by....</p> <ul style="list-style-type: none"> -Challenging myself in every learning opportunity by using a growth mindset. -Setting myself smart goals and reflecting on my progress. -Always trying my best and taking pride in my learning <p>We are Safe in our community by....</p> <ul style="list-style-type: none"> -Being a positive bystander and a great mate. -Making good choices. -Keeping our hands, feet, and objects to ourselves. -Using digital technologies appropriately (including when online). 		
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Four-year goals	Improvement Priorities, Initiatives and/or Dimensions	KEY IMPROVEMENT STRATEGIES	Targets (for improving student achievement, engagement and wellbeing)
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<p>STUDENT ACHIEVEMENT</p> <ul style="list-style-type: none"> To improve student learning outcomes for every student in literacy and numeracy, with a focus on Writing and Oral Language. 	<p>Priority: Excellence in Teaching and Learning</p> <p>Initiatives: Building Practice Excellence</p> <p>Curriculum Planning and Assessment</p>	<ul style="list-style-type: none"> Build quality teacher practice in all levels based on current best practice models through professional learning with a focus on classroom observations, effective feedback and improved use of data to better inform teacher practice. Develop and document an agreed scope and sequence for Literacy and Numeracy that builds a strong and consistent instructional model and incorporates clearly articulated learning intentions and success criteria, and feedback. 	<p>Teacher Judgements</p> <ul style="list-style-type: none"> Over the lifetime of the Strategic Plan Teacher Judgements will reflect 90% of students showing 12 months growth across all levels. <p>ODT (On Demand Testing)</p> <ul style="list-style-type: none"> By the end of this Strategic Plan ODT results will reflect 90% of students achieving 12 months growth for one year's learning. <p>Staff Opinion Survey</p> <p>The following Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Academic emphasis from 83.3% to 88.0% Guaranteed and viable curriculum from 91.7% to 94.0% <p>Attitudes to School Survey</p> <p>The following Attitudes to School Survey component scores will have shown growth in positive:</p> <ul style="list-style-type: none"> Stimulating Learning from 53% to 70% Learning Confidence from 67% to 75% Effective Teaching Time from 67% to 75% <p>Parent Opinion Survey</p> <p>The following Parent Opinion Survey component scores will have shown growth in positive score:</p> <ul style="list-style-type: none"> Simulating Learning Environment from 80% to 85% Effective Teaching from 74% to 80% High Expectations for success from 91% to 95%
<p>ENGAGEMENT</p> <ul style="list-style-type: none"> To ensure students are supported and engaged in a rich, relevant, stimulating learning environment that caters and builds on personal strengths and interests. 	<p>Priority: Excellence in Teaching and Learning</p> <p>Initiative: Building Practice Excellence</p>	<ul style="list-style-type: none"> Embed the planning of project-based learning into the learning domains of integrated studies, science and Information Communications Technology (ICT) to ensure challenge in learning sequences and negotiated curriculum. Ensure that students have a voice in their learning, enabling them to take responsibility for themselves as independent, resilient and confident learners and citizens. 	<p>Attitudes to School Survey</p> <p>The following Attitudes to School Survey component scores will have shown growth in positive score:</p> <ul style="list-style-type: none"> Stimulating Learning from 53% to 70% Learning Confidence from 67% to 75% Motivation and Interest from 69% to 75% School connectedness from 79% to 85% Effective Teaching Time from 67% to 75% Sense of Inclusion from 72% to 80% Teacher concern from 58% to 70% <p>Staff Opinion Survey</p> <p>The following Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Collective responsibility 86.1% Collective focus on student learning 83.3% <p>Parent Opinion Survey</p> <p>The following Parent Opinion Survey component scores will have shown growth in positive score:</p> <ul style="list-style-type: none"> School Support from 86% to 90% Teacher communication 76% to 80% School Improvement from 76% to 83% School Connectedness from 82% to 90% Stimulating learning Environment from 80% to 85%



WELLBEING

- To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.

Priority:

Community Engagement in Learning

Initiative:

Building Communities

- Embed an agreed whole school approach to improving social skills, resilience and wellbeing that is regularly timetabled, and includes high expectations for classroom and school behaviour.
- Further embed and enhance staff understanding and management strategies for dealing with students with difficult behaviours.
- Develop a parent engagement strategy that includes regular communication lines, opportunities to build parent / teacher relationships that adds value to student learning.

Parent Opinion Survey

The following Parent Opinion Survey component scores will have shown growth in positive score:

- School Support from 86% to 90%
- Parent Participation and Involvement from 82% to 88%
- General satisfaction from 82% to 90%
- Confidence and resiliency skills from 91% to 95%
- Managing Bully from 79% to 85%
- School Connectedness from 82% to 90%
- Promoting Positive Behaviour from 91% to 95%

Attitudes to School Survey

The following Attitude to School Survey component scores will have shown growth in positive score:

- Sense of Inclusion from 72% to 80%
- School connectedness from 79% to 85%
- Classroom behaviour from 64% to 75%
- Managing Bully from 83% to 88%
- Teacher concern from 58% to 70%

Staff Opinion Survey

The following Staff Opinion Survey component scores will have shown growth:

- Collective Efficacy from 72.2% to 77.2%
- Parent and community involvement from 75% to 80%
- Teacher collaboration from 96.7% to 97.5%
- collective responsibility from 86.1% to 90%

