

School Strategic Plan 2019-2023

Ripplebrook Primary School (2129)



Submitted for review by Liz Alderson (School Principal) on 09 December, 2019 at 10:24 PM

Endorsed by Julie Curtis (Senior Education Improvement Leader) on 10 December, 2019 at 02:48 PM

Endorsed by Shane Boyle (School Council President) on 12 December, 2019 at 08:37 PM

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School vision	<p>Ripplebrook Primary School is committed to providing a safe, inclusive and engaging learning environment that enables all students to achieve their full potential.</p> <p>Ripplebrook Primary School's motto is 'Leaping Forward.'</p>
School values	<p>Ripplebrook Primary School's values are:</p> <p>Be Respectful We are encouraged to care about ourselves, others and the surroundings and to treat everyone with tolerance, acceptance and understand that our attitudes and behaviours have an impact on the people and the environment around us.</p> <p>Be Responsible We are encouraged to be accountable for our actions and words and to actively contribute to our school</p> <p>Be Resilient We acknowledge challenges and work together to learn and bounce back from them.</p> <p>Be Safe We model and demonstrate safe practices to protect ourselves and others from injury, risk and danger.</p> <p>Be an Active Learner We challenge ourselves in every learning opportunity by using a growth mindset to strive for our personal best.</p> <p>These values are at the core of the positive culture of our school and are reinforced through the application of the School Wide Positive Behaviour Support program.</p>
Context challenges	<p>Ripplebrook Primary School is situated in the small rural community of Ripplebrook, bordering the growth corridor of Drouin in the Baw Baw Shire. The school was established, at its current site, in 1965, but the school on Tolley Road was established in 1879. It sits on an expansive, elevated site surrounded by farmland. The school has idyllic views of Ripplebrook's green rolling hills and towering trees. Ripplebrook Primary School prides itself on setting high expectations of students, providing the support, scaffolds and resources to ensure every student achieves their personal best – academically, socially and emotionally.</p>

	<p>Specialist programs such as Visual Art, Performing Arts, STEM & Science, Social Skills, Health and Physical Education and LOTE (Japanese) allow students to discover their individual passions and interests and engage with the world and cultures outside their immediate environment.</p> <p>With enrolments stabilizing over the past 3 years, the School's final enrolment of 41 students (on 2019 census day) 12 females and 29 males, is testament to the school's ongoing strength. Many students travel from local townships, finding our school, rich in values and pride; an inspiring and visionary place to learn and grow.</p> <p>In 2019 the school was staffed as follows: 1 x Principal/Classroom teacher, 2 x full-time teachers, 2 x 0.8 teachers, 3 x Education Support Staff, 0.4 Chaplain and a full-time Business Manager/Administration. The teaching staff members at Ripplebrook are friendly, committed, dedicated and approachable. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. As a school we pride ourselves on an inclusive learning program which caters for students with special needs. The parents and community work actively to support our educational programs. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. . The parents and community work actively to support our educational programs.</p> <p>The school has modern teaching facilities and an extensive playground area that enhances what the school has to offer its students. Ripplebrook Primary School continues to cater for a diverse range of students. In 2019, 11 students were funded under the PSD program, 3 students diagnosed with autism or learning difficulties that are unfunded. Reinforcing the school's strong reputation for being an inclusive and supportive of all students.</p> <p>The School community strives to provide a friendly, caring and safe environment where the efforts of all are valued. Programs are designed to ensure inclusiveness and success for all. The rights and needs of all groups: students, teachers and parents are acknowledged and respected. A strong, productive and working relationship exists between parents and staff which is evident by the high level of parent participation in all facets of the school. The sense of community is a strong characteristic of the school and the one the school wishes to continue to maintain.</p>
<p>Intent, rationale and focus</p>	<p>At Ripplebrook Primary School we are trying to achieve greater consistency of best practice in English and Mathematics across the school P-6. We aim to achieve this through embedding the whole school Instructional Model and agreed Assessment Practices for Literacy and Numeracy. It became evident through the school review process findings there was a need to embed whole school consistency in these areas. To complement the focus on consistent practice in Literacy and Numeracy, we want to provide more opportunities for authentic learning through a considered focus on Student Agency and Voice. This will provide a greater level of student engagement in their own learning and for students to take ownership and responsibility to become more independent and self-regulatory learners. Throughout the School Strategic (4 year) Plan we aim to implement the following:</p> <p>Embedding the School's Instructional Model, utilising:</p> <ul style="list-style-type: none"> o Gradual Release of Responsibility theory o Learning goals and success criteria o Inquiry and investigation o High Impact Teaching Strategies and evidence based best practice in teaching and learning o Agreed teaching and learning methods in delivering Literacy, Numeracy and Inquiry learning programs

Developing teacher capacity in:

- o Data knowledge
- o Curriculum planning.
- o Collaborative planning
- o Peer Observations

Enhancing Student Agency through:

- o Setting high quality learning goals and success criteria.
- o The use of effective feedback to students about learning.
- o Effective differentiation of the curriculum.
- o The use of quality inquiry based learning.

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Goal 1	Improve student learning growth in literacy and mathematics
Target 1.1	<p>By 2023 increase the three-year average for the percentage of students who achieve at or above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none">• reading from 68% (2019) to 80%• writing from 55% (2019) to 75%• numeracy from 75% (2019) to 85%.
Target 1.2	<p>By 2023 increase the percentage of students assessed by teacher judgement achieving 12 months growth each year in:</p> <ul style="list-style-type: none">• reading and viewing from 58.3% (2018) to 100%• writing from 68% (2018) to 100%• number and algebra from 48% (2018) to 100%.
Target 1.3	<p>By 2023 increase the three-year average for the percentage of Year 5 students who achieve in the top two bands of NAPLAN:</p> <ul style="list-style-type: none">• reading from 29% (2019) to 32%• writing from 6% (2019) to 13%• numeracy from 12% (2019) to 19%

Key Improvement Strategy 1.a Curriculum planning and assessment	Establish an agreed essential and developmental sequence of learning in literacy and mathematics
Key Improvement Strategy 1.b Evaluating impact on learning	Develop and implement a range of formative and summative assessment tools to triangulate data, accurately assess student learning needs, inform feedback and monitor student learning growth over time
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Establish collaborative inquiry processes and structures to support staff to increase their expertise in using evidence-based high impact teaching strategies
Goal 2	Develop students as active and inquiring learners
Target 2.1	By 2023 increase the three-year average percentage positive response: on Attitudes to School Survey for: <ul style="list-style-type: none"> • motivation and interest from 84% (2019) to 94% • self-regulation and goal setting from 79% (2019) to 90% • effort from 86% (2019) to 93%
Target 2.2	By 2023 increase the percentage positive response on the School Staff Survey for: <ul style="list-style-type: none"> • guaranteed and viable curriculum from 86% (2019) to 92% • collective efficacy from 77% (2019) to 85%
Target 2.3	By 2023 increase the percentage positive response on the Parent Opinion Survey for: <ul style="list-style-type: none"> • student agency and voice from 75% (2018) to 81%

Target 2.4	By 2023, Increase the school Framework for Improving Student Outcomes (FISO) assessment for Empowering Students and Building School Pride from emerging to embedding.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a shared understanding of student voice and agency and build teacher capacity to provide students with the tools and skills to take responsibility for their learning
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Engage students in co-constructing a developmental curriculum continuum to make learning visible for them and assist them in goal setting and self-regulation
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Investigate and implement an evidence-based inquiry approach to learning
Goal 3	Foster an inclusive learning environment whereby students are respectful, responsible and resilient
Target 3.1	By 2023 increase the three-year average percentage positive response on the Attitudes To School Survey for: <ul style="list-style-type: none"> • sense of inclusion from 86% (2019) to 90% • respect for diversity from 89% (2019) to 93% • resilience from 77% (2019) to 90%.
Target 3.2	By 2023 increase the percentage positive response on the Parent Opinion Survey for: <ul style="list-style-type: none"> • respect for diversity from 69% (2018) to 80%.

Target 3.3	<p>By 2023 increase the overall percent endorsement on the Staff Survey for:</p> <ul style="list-style-type: none"> • school climate module from 80% (2019) to 87%.
Target 3.4	<p>By 2023, achieve tier 2 accreditation on the Positive School-Wide Behaviour Tiered Fidelity Index.</p>
Target 3.5	<p>By 2023,</p> <ul style="list-style-type: none"> • increase the percentage of students with less than 10 days absence from 26% to 50% • decrease the percentage of students with 10 to 19.5 days absence from 29% to 26%.
Key Improvement Strategy 3.a Health and wellbeing	<p>Build the leadership capacity to lead a whole-school strategy to implement an agreed framework for student health and wellbeing to enable students to be responsible and resilient learners</p>