

Ripponlea Primary School (4087)

School Strategic Plan 2021-2025



Submitted for review by Natalie Rose (School Principal) on 08 March, 2022 at 04:55 PM
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School Strategic Plan - 2021-2025

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School vision	<p>Ripponlea State School No. 4087 was opened on 3 July 1922. In the nearly 100 years since, Ripponlea Primary School has undergone numerous transformations yet two key characteristics have remained constant: a dedicated and enthusiastic school community; and a commitment to high expectations for the achievement, engagement, and wellbeing of all our students.</p> <p>Our vision is for the children of Ripponlea to be global and creative thinkers who are empowered with the skills and empathy to engage with an ever-changing world.</p> <p>They care, they create, they connect.</p>
School values	<p>Our values promote and strengthen a school environment where safety and inclusion, caring attitudes, quality respectful relationships, consultative decision-making, and high education standards are nurtured.</p> <p>The values that underpin our vision:</p> <p>Community We work cooperatively in a team and make sure no one is left out. We take pride in our environment and support each other in the tasks that need to be done.</p> <p>Creativity We imagine, think creatively, share our ideas with others, and try new things.</p> <p>Integrity We do what is right even when no one is looking. We are honest even when there might be consequences.</p> <p>Open-mindedness We know, accept and value that everyone is different. We share ideas, listen to and respect everyone's opinions.</p> <p>Resilience We know that life can be challenging. We have a go even when it is hard. We bounce back from things that hurt and disappoint us and learn from our mistakes.</p> <p>Respect We consider the rights of others and accept our differences. We take care of our environment and equipment.</p> <p>Our community is committed and dedicated and work hard to ensure that we are 'sculpting a successful future' for all students. We continually evaluate and refine our practices to ensure every student will succeed.</p>

Context challenges	<p>The school's key challenges has been building a collaborative professional learning culture, whereby teachers, instructional leaders, support staff and parents have a greater understanding of the roles they play and their contributions to school improvement for the benefit of our students. This includes the key principles of Professional Learning Communities, especially the need for our teachers to collaborate and not just cooperate to teach and learn together, draw on their collective wisdom and skills to challenge one another and evaluate their teaching, having collective responsibility for students across cohorts. This leads to improved student outcomes and builds greater teacher capacity.</p> <p>There have been significant changes at Ripponlea since the last strategic plan came into effect which can be unsettling and requires a commitment to a growth mindset. Despite these changes notwithstanding the global pandemic, our previous plan has successfully laid the foundations for the next strategic plan. The school has introduced new pedagogical approaches (moving away from off-the-shelf programs and quick fixes), developed a new instructional model, created new roles and responsibilities through a distributive leadership model, improved wellbeing practices, increased professional learning opportunities, and furthered leadership opportunities for its students. A challenge has been the formation of new teaching teams and structures and staffing changes, inclusive of a changing student population. This has meant an emphasis on continually needing to ensure everyone is aware of and committed to the school goals, vision and professional expectations of each other.</p> <p>Our students have recently lost their learning confidence after two years of remote learning, but we have witnessed their ability to bounce back and re-engage with learning and peers once again. Some have been impacted socially, emotionally and academically and through our existing support programs they were able to and will continue to achieve and catch up. Many of our students are ready to take on challenges and this will require our teaching teams to analyse student performance data and differentiate the planning for and delivery of curriculum to each student's point of need regularly and critically.</p> <p>Being a small school requires all community members to lend a hand and support our programs that benefit our students. Teachers and other staff at Ripponlea typically take on many additional responsibilities as there are fewer members to distribute roles/duties among. Our School Council is active in uniting our community and keeping everyone connected. Parents and carers actively volunteer when available but often this can be the same families and it is hoped this volunteer base will continue to broaden over the years to come. Greater representation of families would also be highly valuable when the school seeks consultation and feedback from its community on a range of school improvement initiatives.</p> <p>Our parents and carers value the partnership they have with their child's teacher and seek further opportunities to understand the curriculum, their child's learning programs, opportunities for support and challenge, their child's learning and personal goals, including increased teacher feedback on their child's progress.</p> <p>Whilst some of these aspects seem to be a challenge, the school and staff are committed and has a very supportive school community to ensure we meet the goals of the next strategic plan.</p>
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<p>Intent, rationale and focus</p>	<p>Our goal is to create a vibrant, nurturing, inclusive and safe environment for our entire community: students, staff and caregivers. Our students are front and centre of everything we do and commit to creating the scaffolding and supports to allow them to extract the most out of their schooling so that they can thrive at Ripponlea. We know that their success is only as strong as the relationships we form, so we work closely with parents and families to achieve the best possible outcomes for each Ripper child. We are a tight-knit, dynamic learning community where all students, staff and parents work in partnership to develop aspirations, learn from each other, and respond to change. Personal attributes such as resilience, respect, open-mindedness, creativity and integrity are fostered to develop the whole child and equip them to be active local and global citizens. We believe that learning is a lifelong process where mutual respect and collaboration is the norm; interwoven with our core focus on literacy and numeracy, we support students to take responsibility for, and control of their own learning.</p> <p>The school review celebrated our achievements, challenged our practices and clearly defined the following areas for further improvement:</p> <p>Literacy & Numeracy</p> <p>Our teachers continue to develop consistent and effective literacy practices working with mentors such as Misty Adoniou and Deb Sukarna. Over the course of the last strategic plan our students achieved significant growth in their reading and writing skills. Our next challenge is to ensure this growth is sustained and improved for all students from Years 3 to 5. Our focus will now shift to numeracy as a key priority area, supported by greater professional learning, coaching and mentoring from our PMSS Mathematics Specialists. A clear and consistent instructional model will continue to be embedded across the whole school to ensure consistency of teacher practice in every classroom. The Gradual Release of Responsibility provides our teachers a clear model that effectively articulates and uses a range of high impact teaching strategies.</p> <p>Professional Learning Communities</p> <p>The implementation of PLC practices has been significantly hampered by a set of unforeseen circumstances limiting our engagement with PLC coaches. Our teachers are committed to working collaboratively with greater efficacy and a stronger focus on improved student outcomes. They recognise that PLCs are an important catalyst in developing collaborative practices. We are excited by the opportunity to receive further regional support and coaching from our PLC Manager and PLC Practice Instructors. This will result in greater analysis of student learning data, implementation of improvement cycles that offer differentiation of the curriculum and target each student's point of need. Our next focus for teams will be to respectfully challenge each other as part of the improvement cycle, engage in opportunities for peer observation and provide opportunities to reflect on teaching practices.</p> <p>Student Voice & Agency</p> <p>Goal setting and feedback will be two key high-impact teaching strategies that will be planned for and delivered so that our students develop a greater ability to set goals and have further input and autonomy over the learning process, activating genuine learner agency and engagement. Students will be setting goals based on their next stage of learning and have access to their assessment data which will identify areas where they will be supported or challenged. Our parents and carers will also benefit by having a greater understanding of their child's learning and personal goals, their need for perseverance when faced with challenges, and the role they</p>
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can play in supporting their child.

Student Wellbeing

As a PBS school, the values and behaviours associated with **Respect, Pride and Safety** will continue to be explicitly taught, reinforced, acknowledged and promoted to maintain an inclusive, respectful and safe learning environment for all students and staff. Teaching teams implement a range of wellbeing practices that support each child to develop social/emotional skills and resilience. These include the Resilience, Rights and Respectful Relationships curriculum, Kimochis and the teachings of emotional literacy, emotional regulation strategies associated with Zones of Regulation. Students participate in mindfulness practice, art therapy and regular active/physical breaks from learning. The review identified that we need to continue to upskill our teachers on a range of wellbeing practices that support the learning and growth of the whole child. This will ultimately improve a student's sense of confidence, emotional awareness and regulation and resilience. We want our students to form positive relationships with their peers and teachers and most importantly to ensure their mental health and wellbeing.

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Goal 1	To increase student learning in literacy and numeracy.
Target 1.1	<p>To increase the percentage of Year 5 students with above NAPLAN Benchmark growth in:</p> <ul style="list-style-type: none">• Reading from 16% (2021) to 30% (2025)• Numeracy from 21% (2021) to 30% (2025)• Writing from 29% (2021) to 33% (2025)
Target 1.2	<p>To decrease the percentage of Year 5 students with below NAPLAN Benchmark growth in:</p> <ul style="list-style-type: none">• Reading from 23% (2021) to 6% (2025)• Numeracy from 21% (2021) to 6% (2025)• Writing from 26% (2021) to 6% (2025)
Target 1.3	<p>To increase the percentage of students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none">• Numeracy Year 5 from 26% (2021) to 40% (2025)• Writing at Year 5 from 27% (2021) to 35% (2025)• Reading at Year 5 from 64% (2021) to 70% (2025)

Target 1.4	<p>To increase the percentage of students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy Year 3 from 51% (2021) to 60% (2025) • Writing at Year 3 from 70% (2021) to 73% (2025) • Reading at Year 3 from 75% (2021) to 78% (2025)
Key Improvement Strategy 1.a Evaluating impact on learning	Improve data literacy skills.
Key Improvement Strategy 1.b Building practice excellence	Improve consistency of the PLC process.
Key Improvement Strategy 1.c Building practice excellence	Embed Instructional Model.
Goal 2	To improve student wellbeing.
Target 2.1	<p>To increase positive responses to the AtoSS factors</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 71% (2021) to 80% (2025) • Sense of inclusion from 85% (2021) to 88% (2025) • Teacher concern from 70% (2021) to 80% (2025) • Perseverance from 74% (2021) to 84% (2025) • Sense of connectedness from 76% (2021) to 85% (2025)
Target 2.2	To increase positive responses on Parent Opinion Survey factor <i>Confidence and resiliency skills</i> from 76% (2020) to 82% (2025).

Target 2.3	To increase positive responses on Staff Opinion Survey Teaching and learning – Implementation - <i>Support growth and learning of the whole student</i> from 89% (2020) to 92% (2025).
Key Improvement Strategy 2.a Building practice excellence	Embed SWPBS
Key Improvement Strategy 2.b Health and wellbeing	Implement evidence-based wellbeing initiatives.
Key Improvement Strategy 2.c Building practice excellence	Increase teacher capability in wellbeing.
Goal 3	To improve student voice and agency.
Target 3.1	<p>To increase positive response on the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 61% (2020) to 75% (2025) • T & L – implementation Promote student ownership of learning 67% (2020) to 80% (2025)
Target 3.2	<p>To increase positive responses AtoSS factors:</p> <ul style="list-style-type: none"> • Student voice and goal setting from 66% (2021) to 75% (2025) • Self-regulation and goal setting from 84% (2021) to 88% (2025) • Motivation and Interest from 75% (2021) to 80% (2025)

Target 3.3	<p>To increase the percentage positive response on the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 72% (2020) to 78% (2025) • Student motivation & support from 66% (2020) to 75% (2025) • Student voice and agency from 67% (2020) to 75% (2025)
Key Improvement Strategy 3.a Building practice excellence	<p>Develop teacher understanding of student voice and agency.</p>
Key Improvement Strategy 3.b Empowering students and building school pride	<p>Improve student goal setting.</p>
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	<p>Improve the use of feedback.</p>