



Ripponlea Primary School 4087 Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:	[Andrew Cock] [date][name].....[date][name].....[date]
School council:	[Kim Thurlow] [date][name].....[date][name].....[date]
Delegate of the Secretary:	[Stuart Andrews] [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
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. They <i>care, they create, they connect.</i>	<p>We show creativity by challenging ourselves to continually evolve our practice which involves exploring possibilities.</p> <p>We show resilience by adapting to setbacks, reflecting and moving forward again.</p> <p>We show community by engaging with the broader school community.</p> <p>We show integrity by honouring our commitments and taking initiative; which includes doing the right thing by others.</p> <p>We show open-mindedness by valuing differences, respecting opinions different from our own, being open to change, and confident to express ourselves.</p> <p>We show respect by demonstrating compassion through our words and actions.</p>	<p>Ripponlea Primary School is in East St Kilda and is 10 kilometres south-east of the Melbourne central business district. The current enrolment is 283 students.</p> <p>In addition to flexible classroom spaces the school has specialist rooms for Performing Arts, Visual Arts, Language Other Than English (Italian) and a library. There is a multipurpose hall used for Physical Education, assemblies, dance and drama and school events. The school has a before and after school care facility and a canteen. The Ripponlea Pre-school operates from the same site.</p> <p>The grounds include a synthetic multi-space oval, a mini pitch, two areas of playground equipment, a basketball court, established gardens and a vegetable patch and student and community art installations. There are shaded spaces for quiet games and seating.</p> <p>There are 12 classes with Foundation students grouped together and multi-age levels at Years 1/2, 3/4 and 5/6. Currently a small number of students (<10%) are from backgrounds where English is an additional language (EAL). There is a program for students with disabilities (PSD).</p> <p>The Victorian Curriculum is taught through an inquiry approach and focus on English and Mathematics. Specialist subjects include LOTE, Visual Arts, Performing Arts and Physical Education. As well as specialist classes in The Arts students are offered opportunities to participate in instrument tuition, choir, band and the school concert.</p> <p>School staff members include a principal and assistant principal and 16.9 effective full-time (EFT) teachers and 2.6 EFT education support staff. Student leadership opportunities are offered through a range of school captain positions including School Captains, House Captains and a School Council.</p>	<ul style="list-style-type: none"> Implement a leadership framework and build the capabilities of the leadership team to communicate and lead transparent school improvement strategies aligned to FISO priorities. Build distributed instructional leadership to lead and develop effective, collaborative and accountable professional learning teams. Build staff capacity to embed high expectations for learning and consistent school wide agreed positive behaviour management. Embed an agreed whole school instructional model to drive consistent and evidence-based high impact teaching and learning strategies. Document sequenced curriculum plans and develop knowledge of learning progressions, skills and essential knowledge. Build staff understanding of data and embed regular, collaborative team and whole school moderation and analysis of data to inform differentiated planning. Develop and embed regular staff professional learning aligned to the Annual Implementation Plan (AIP) and feedback and reflection on teaching and learning for staff and students to build practice excellence. Develop, document and embed policies and practices for strategic and accountable whole school management.

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>Goal 1</p> <p>To optimise every student’s learning growth and outcomes <i>across all areas</i>, with a particular focus on literacy and numeracy.</p>	<p>Excellence in teaching and learning</p> <p>Building practice excellence</p>  <p>Curriculum planning and assessment</p>	<p>1.1. Embed an agreed whole school instructional model to drive consistent and evidence-based high impact teaching and learning strategies.</p> <p>Actions:</p> <p>-Build whole-school consistent approach to implement high impact teaching and intervention strategies.</p> <p>1.2. Document sequenced curriculum plans and develop knowledge of learning progressions, skills and essential knowledge.</p> <p>Actions:</p>	<p>1. Increase the percentage of students with high relative learning growth from Year 3 to 5 on NAPLAN assessments in reading, writing and numeracy.</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22.22%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>19.44%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>22.22%</td> <td>30%</td> </tr> </tbody> </table> <p>2. Decrease the percentage of students with low relative learning growth from Year 3 to 5 on NAPLAN assessments of reading, writing and numeracy.</p>		2017	2021 Target	Reading	22.22%	30%	Writing	19.44%	30%	Numeracy	22.22%	30%
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		<p>1.3. Build staff understanding of data and embed regular, collaborative team and whole school moderation and analysis of data to inform differentiated planning.</p> <p>Actions: -Build whole school consistent assessment practices</p>	<p>Percentage of students in the top two bands at year 3.</p> <table border="1"> <thead> <tr> <th></th> <th>2017 (SFOE)</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55.8% (57%)</td> <td rowspan="3">At or above SFOE</td> </tr> <tr> <td>Writing</td> <td>62.5% (66.2%)</td> </tr> <tr> <td>Numeracy</td> <td>57.1% (58.1%)</td> </tr> </tbody> </table> <p>Percentage of students in the top two bands at year 5.</p> <table border="1"> <thead> <tr> <th></th> <th>2017 (SFOE)</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>58.1% (53.9%)</td> <td rowspan="3">At or above SFOE</td> </tr> <tr> <td>Writing</td> <td>14% (27.4%)</td> </tr> <tr> <td>Numeracy</td> <td>32.6% (45%)</td> </tr> </tbody> </table>		2017 (SFOE)	2021 Target	Reading	55.8% (57%)	At or above SFOE	Writing	62.5% (66.2%)	Numeracy	57.1% (58.1%)		2017 (SFOE)	2021 Target	Reading	58.1% (53.9%)	At or above SFOE	Writing	14% (27.4%)	Numeracy	32.6% (45%)				
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		<p>1.4. Build teacher knowledge and capacity to differentiate the curriculum to challenge all students.</p> <p>Actions: -Develop teacher understanding and skill in teaching English and Mathematics beyond level 7 to challenge high achieving students</p>	<p>School Assessment Percentage of student above expected Victorian Curriculum levels to increase for Reading, Writing and Number and Algebra.</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52.1%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>38.6%</td> <td>60%</td> </tr> <tr> <td>Number and Algebra</td> <td>46.7%</td> <td>60%</td> </tr> </tbody> </table> <p>Staff Survey Percentage Endorsement</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Guaranteed and viable curriculum</td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Teacher collaboration</td> <td>31.4%</td> <td>75%</td> </tr> <tr> <td>Academic emphasis</td> <td>51.8%</td> <td>75%</td> </tr> </tbody> </table>		2017	2021 Target	Reading	52.1%	70%	Writing	38.6%	60%	Number and Algebra	46.7%	60%		2017	2021 Target	Guaranteed and viable curriculum	25%	75%	Teacher collaboration	31.4%	75%	Academic emphasis	51.8%	75%
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<p>Goal 2 To develop a supportive and inclusive learning environment where students are challenged and engaged.</p>	<p>Positive climate for learning</p> <p>Intellectual engagement and self-awareness</p> 	<p>2.1. Build staff capacity to embed high expectations for learning.</p> <p>Actions: -Clarify, Implement and embed whole-school high expectations for learning.</p>	<p>Student Survey</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Teaching and Learning</td> <td></td> <td>75%</td> </tr> <tr> <td>Stimulating Learning</td> <td>59%</td> <td>75%</td> </tr> <tr> <td>Learning Confidence</td> <td>69%</td> <td>75%</td> </tr> </tbody> </table> <p>Staff Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Collective focus on student learning</td> <td>55% (percentile endorsement)</td> <td>75%</td> </tr> </tbody> </table>			2021 Target	Teaching and Learning		75%	Stimulating Learning	59%	75%	Learning Confidence	69%	75%		2017	2021 Target	Collective focus on student learning	55% (percentile endorsement)	75%						
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		<p>2.2. Embed a consistent school-wide agreed positive behaviour approach.</p> <p>Actions: -Document and embed an agreed upon school wide positive behaviour management approach</p>	<table border="1"> <tr> <td>Understand contribution to school improvement</td> <td>72% (mean)</td> <td>75%</td> </tr> </table> <p>Parent Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>73%</td> <td>80%</td> </tr> <tr> <td>Effective Teaching</td> <td>67%</td> <td>80%</td> </tr> </tbody> </table> <p>Student Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Classroom behaviour</td> <td>67%</td> <td>75%</td> </tr> </tbody> </table> <p>Parent Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Student Relationships</td> <td></td> <td></td> </tr> <tr> <td>Promoting Positive Behaviours</td> <td>76%</td> <td>80%</td> </tr> <tr> <td>Managing Bullying</td> <td>79%</td> <td>85%</td> </tr> <tr> <td>Experience of Bullying</td> <td>38%</td> <td>75%</td> </tr> <tr> <td>Respect of Diversity</td> <td>87%</td> <td>95%</td> </tr> <tr> <td>Student agency and voice</td> <td>71%</td> <td>80%</td> </tr> <tr> <td>Confidence and resiliency Skills</td> <td>86%</td> <td>90%</td> </tr> </tbody> </table>	Understand contribution to school improvement	72% (mean)	75%		2017	2021 Target	Stimulating Learning	73%	80%	Effective Teaching	67%	80%		2017	2021 Target	Classroom behaviour	67%	75%		2017	2021 Target	Student Relationships			Promoting Positive Behaviours	76%	80%	Managing Bullying	79%	85%	Experience of Bullying	38%	75%	Respect of Diversity	87%	95%	Student agency and voice	71%	80%	Confidence and resiliency Skills	86%	90%
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