



Rupanyup Primary School

South-West Region

School Strategic Plan

2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name Mr Gavin Young</p> <p>Date 20th November, 2012.</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name Mr Rodney Weidemann</p> <p>Date 20th November, 2012.</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	To prepare our students academically for Secondary College and socially for life under the motto 'Achieving Together.'
Values	<p>In 2012 the Rupanyup Primary School and the Rupanyup Community completed a survey to establish our core-values. Once these values were decided, the staff outlined the general principles behind each value and they have been displayed in colourful posters throughout the school. The values have also been presented in a large pencil display out the front of the school. This highlighted the School Council's determination to enrich the positive culture of Rupanyup Primary School. The values and their principles are as follows</p> <ul style="list-style-type: none"> • Integrity Be Honest, Learn from Mistakes • Perseverance Keep Trying, Overcome Difficulties • Respect Be Polite, Think of Others • Responsibility Accept Challenges, Be Reliable • Co-operation Work Together, Share
Environmental Context	<p>Rupanyup Primary School is located in the Grampians Region and is situated in the heart of the Wimmera, 50 kilometres east of Horsham. It is a small rural community with, many families earning their living from the land. Several drought years, resulting in poor farming seasons have seen enrolments drop significantly over the last strategic period. In more immediate times, with a more positive economic outlook, enrolments are increasing with Prep intake increasing significantly in 2012. The school population is expected to increase slightly again in 2013.</p> <p>The school is one of several schools associated with the Dunmunkle School Cluster, and is a feeder school to Murtoa Secondary College.</p> <p>The Student Family Occupation density has steadily increased from 0.38 in 2004 to 0.64 in 2011. The percentage of Language Background Other Than English (LBOTE) students is 0.05%, with 7.0% indigenous enrolment at the school. The stability rate in 2011 was 60%.</p>

Rupanyup Primary School has a mix of buildings which includes; the original main building incorporating an administration block, staff room and several learning areas. The Youth Hall was relocated and refurbished in 2007, and is also used by community groups such as Scouts and Girl Guides. The school has extensive well maintained grounds which include; a large playground, oval, basketball courts, shaded climbing area, upgraded outdoor lunch area, a walkway between the toilets, as well as shared access to the community swimming pool.

In 2012 Rupanyup Primary School had 39 students, and enrolments have been decreasing since 2005, however with many new Prep families with younger siblings yet to start school, the projected enrolments are expected to stay around this number or increase slightly in future years. More than half the families live in the township of Rupanyup with the remainder coming by bus from a wide surrounding area. There is a direct feeder kindergarten for the school in the town which most of the incoming Prep students attend.

There are currently three learning areas, including; P-1, Year 2-4 and Year 5-6. There is a specialist program for Language Other Than English (LOTE) – Chinese, and the Mobile Area Resource Centre (MARC) van visits for 90 minutes per class each fortnight providing library access for students. In 2013 the school may change the class structures slightly to accommodate varying numbers across year levels. A range of other activities are offered through Active After School programs including Zumba, gymnastics, hockey, lawn bowls and circus skills.

Additional programs to support the improvement of student learning outcomes include Reading Recovery for Year 1 students considered 'at risk', Multi-lit, teacher aide support, and the implementation of Individual Learning Plans (ILPs) for all students. SmartBoards are installed in each classroom, students in Years 2-6 have access to a netbook leasing program, and the library computer and photocopier have recently been updated. The library is well resourced with both student books and teacher reference materials and includes a rollover process for introducing new books and discarding older ones each year.

The staff allocation consists of two full-time teachers, a principal and a 0.1 LOTE teacher. The current principal was appointed from the position of acting principal earlier in 2012. The teaching staff includes two experienced teachers.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To improve and maximise learning outcomes for all students in Literacy and Numeracy 	<p>To have all students make the expected level of progress annually in Literacy and Numeracy</p> <p>NAPLAN matched cohort data for Reading, Writing & Numeracy to be at or above state mean.</p> <p>All students to regularly set and achieve learning goals for Literacy and Numeracy.</p>	<p>Build teacher capacity to effectively and explicitly teach Numeracy and Literacy strategies across all levels, and to enhance positive learning environments</p> <p>Improve the consistency of teacher judgments, by establishing a whole-school common approach to assessment in order to customize and improve student learning</p> <p>Deepen the capacity of all staff to meet the diverse learning needs of cohorts of students</p>
Student Engagement and Wellbeing	<ul style="list-style-type: none"> To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning 	<p>To have all the variables on the Student Attitudes to School Survey indicate positive trends throughout the period 2013-16.</p> <p>To have all the variables on the Parent Opinion Survey indicate positive trends throughout the period 2013-16.</p> <p>School-generated surveys completed each year to indicate strong levels of whole-school student satisfaction with:</p> <ul style="list-style-type: none"> Engagement in Learning Student Relationships Teaching and Learning <p>To see the school absence rate decline from current levels throughout the period 2013-16.</p>	<p>Investigate and implement whole-school strategies to support the development of peer and school connectedness.</p> <p>Maintain and deepen a focus on personal growth through development of responsibility as learners.</p> <p>Embed effective practices and procedures for managing student attendance.</p> <p>Revise, regularly update and strengthen existing behavioural management procedures</p> <p>Extend the use of innovative ICT to support teaching and learning</p>

<p>Student Pathways and Transitions</p>	<ul style="list-style-type: none"> To strengthen transitions and learning pathways for all students into, through and beyond the school 	<p>The Transitions variable on the Parent Opinion Survey to maintain a positive trend throughout the period 2013-16. Student satisfaction with all transitions measured by school created surveys and parent forums.</p>	<p>Develop coherent and comprehensive protocols for transitions and pathways across all levels with particular focus on moves between Years 2/3, Years 4/5 and Years 6/7</p>
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School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><u>STUDENT LEARNING</u> Build teacher capacity to effectively and explicitly teach Numeracy and Literacy strategies across all levels, and to build positive learning environments Improve the consistency of teacher judgements by establishing a whole-school common approach to assessment to customize and improve student learning Deepen the capacity of all staff to meet the diverse learning needs of cohorts of students</p>	Year 1	<ul style="list-style-type: none"> ▪ Develop shared beliefs about literacy and numeracy teaching and learning ▪ Develop a consistent whole school common approach and language and understanding of how to best teach literacy and numeracy ▪ Investigate preferred assessment schedules to best determine individual learning needs and differentiated instruction. 	<ul style="list-style-type: none"> ▪ Students will draw on the learning focus to set appropriate learning goals ▪ Students will be able to demonstrate skills involved in achieving set learning outcomes ▪ Develop tools for moderation in writing.
	Year 2	<ul style="list-style-type: none"> ▪ Implement assessment schedules that best determine individual learning needs and differentiated instruction. 	<ul style="list-style-type: none"> ▪ Students to achieve improved levels of competence to set learning outcomes ▪ Students successfully applying skills to real life situations ▪ Students, Teachers and Parents to be involved in process of writing and reviewing ILP's in March and September.
	Year 3	<ul style="list-style-type: none"> ▪ Self-Reflection and different forms of feedback determining future learning goals 	<ul style="list-style-type: none"> ▪ Teachers and students moderating student work samples to set learning goals and plan future scaffolding
	Year 4	<ul style="list-style-type: none"> ▪ Review of Rupanyup PS planning documents in the areas of Reading, Writing and Numeracy 	<ul style="list-style-type: none"> ▪ Planning documents reflecting differentiated student needs ▪ Assessment Schedule will provide balanced informative assessment.

<p><u>STUDENT ENGAGEMENT AND WELLBEING</u></p> <p>Investigate and implement whole-school strategies to support the development of peer and school connectedness</p> <p>Maintain and deepen a focus on personal growth through development of responsibility as learners</p> <p>Embed effective practices and procedures for managing student attendance</p> <p>Revise, regularly update and strengthen existing behavioural management procedures</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Identify learning needs and prioritise whole staff professional development ▪ All teachers will complete the E-potential survey ▪ Explore further use of ICT across the school ▪ Rupanyup Primary School to construct its own attitudes to school survey to be conducted throughout the school ▪ Continue to foster the ties between the school and the local community 	<ul style="list-style-type: none"> ▪ Collective goal setting for ICT ▪ Students demonstrate usage of ICT available ▪ Student's attitudes to school to be more regularly monitored ▪ Review and adjust existing behavioural management procedures ▪ Having the school newsletter digitally produced with contribution from teachers and students ▪ Conduct the Community Classes program in Term 3 and support local community groups where possible
<p>Extend the use of innovative ICT to support teaching and learning</p>	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ PLT's have a fortnightly ICT component ▪ Continued use of ICT and global learning opportunities 	<ul style="list-style-type: none"> ▪ Improvement in all areas of the Attitudes to School Survey ▪ Buddy self-evaluation and feedback to get shared learning goals ▪ Improvement in the Student Engagement and Wellbeing sections of Parent Surveys
	<p>Year 3</p>	<ul style="list-style-type: none"> ▪ Self-reflection and different forms of feedback determining future learning goals ▪ To emphasise to parents the importance to maintaining their students high attendance rate 	<ul style="list-style-type: none"> ▪ Teachers and students moderating ICT to set learning goals and plan future scaffolding ▪ Staff attending PD to enhance knowledge of ICT and behavioural management strategy implementation ▪ Improved absence data.

	Year 4	<ul style="list-style-type: none"> ▪ Review Rupanyup PS planning documents in ICT ▪ Staff re-do e potential survey ▪ Students will set learning goals for ICT 	<ul style="list-style-type: none"> ▪ Planning documents to reflect differentiated student needs for ICT. ▪ Maintain or improve the quality of extra-curricular activities
<u>STUDENT PATHWAYS AND TRANSITIONS</u>	Year 1	<ul style="list-style-type: none"> ▪ PLT's planned for each term for ILP moderating ▪ Induction policy to be reviewed paying attention to new families with a focus on induction of families entering school in years other than Prep. 	<ul style="list-style-type: none"> ▪ Whole school data spreadsheet for Literacy and Numeracy shared at PLT meeting each semester • 2 Meetings arranged with former Year 6 students speaking to current Year 6 students (one Term1 the other Term 4) • Emphasise opportunities for parents to speak to principal/staff about students as they progress through classrooms
	Year 2	<ul style="list-style-type: none"> ▪ Staff submit data obtained from Assessment Schedule each semester. 	<ul style="list-style-type: none"> ▪ ILP's updated to reflect student needs at end of Term 1 and Term 3.
	Year 3	<ul style="list-style-type: none"> ▪ Pre-school transition process to be reviewed in co-operation with Pre-school director ▪ Year 6 transition to secondary school reviewed in co-operation with neighbouring schools. 	<ul style="list-style-type: none"> ▪ To improve Student Pathways and Transitions data on the Parent Opinion Survey
	Year 4		