Underbool Primary School - Strategic Plan 2012 – 2015

**Vision:**
At Underbool Primary School we aim to achieve and maintain a happy, safe and caring environment that encourages all students to reach their maximum potential. A school that ensures all students are literate and numerate and encourages students to achieve their potential through building a capacity for learning.

**Environmental Context:**
Underbool Primary School is situated on the Mallee Highway 50 kilometres west of Ouyen, in the Northern Mallee region of Victoria. The school services the township of Underbool and the surrounding district. The Underbool community is a relatively stable one with many families residing in the area for a number of generations. The school has a current population of 23 students. It is anticipated enrolments will gradually decline over the course of this planning period. The school offers a seven year sequential program in each of the eight Key Learning Areas with emphasis place on Literacy and Numeracy skills.

**School Values: R.E.A.P**

- **Respect**
  - Looks like: *honest communication between students, teachers and parents* *tolerance of differences* *caring for each other / belongings / selves / property*
  - Feels like: *happy / proud *satisfying *valued *confident

- **Achievement**
  - Looks like: *reaching goals* *success* *enjoyment* *finishing tasks*
  - Feels like: *happy *confident *keen to work

- **Enthusiasm**
  - Looks like: *happy *willing to try *positive body language *tone of voice *exuberant
  - Feels like: *safe *having a good time

- **Persistence**
  - Looks like: *individual having a go *seeking help *not giving up too soon*
  - Feels like: *hard work *determination *involvement *uncomfortable *feeling good when succeed

**Student Learning Outcomes:**

**Goal**
*Maximise the achievement of high quality learning outcomes for all students in all learning domains with a strong P-6 focus on literacy, particularly writing and the dimensions of mathematics.*

**Targets**
*Each Prep student to progress by at least 1.0 and each Yr 1-6 student to progress by at least 0.5 of a VELS level each year during 2012-2015 in English and Mathematics as validated by the network assessment schedule.*
*Using 2011 data as a baseline, cohort growth from Yr 3-5 to be 1.0 VELS level for each year 2012-2015.*

**Students Engagement and Wellbeing**

**Goal**
*Provide a supportive and stimulating learning environment that builds student engagement in learning and strengthens student relationships with peers and teachers.*

**Targets**
*By 2015, Student Attitudes to School survey variables to be: School Connectedness - 4.5; Student Safety – 4.5; Stimulation Learning - 4.4; Student Motivation - 4.6; Learning Confidence – 4.4. Greater congruence in the opinions of girls and boys and Year 5 and 6 as expressed through Student Attitudes to School Survey.

**Student Pathways and Transitions**

**Goal**
*Build positive transition experiences for all students and their families as students move into, through and beyond the school to enable each student to realise their full academic and social potential.*

**Targets**
*In the period 2012-2015 the transition mean score on the Parent Opinion Survey will be 5.9 or above. Feedback from students, feeder pre-school and receiving secondary college support the effectiveness of transition processes.*

**Key Improvement Strategies**

- **Student Learning Outcomes Strategies**
  - Use multiple sources of data to plan a personalised learning approach that:
    - reflects an understand of how students learn
    - differentiates classroom programs based on the ability and engagement needs of individual students.
  - makes learning explicit for each student.
  - Build quality teacher practice and ensure a whole school approach to teaching and learning through teamwork and a focus on professional learning and engagement with colleagues within Cluster and Network affiliations.

- **Students Engagement and Wellbeing Strategies**
  - Embed a whole school engagement and wellbeing plan that promotes high expectation and includes proactive strategies that focus on:
    - the promotion of positive values driven behaviours and relationships
    - Building student resilience and addressing the individual wellbeing needs of every student
    - Further enhancement of student voice continuously building community relationships

- **Student Pathways and Transitions Strategies**
  - Develop and implement transition programs and pathways specific to the needs of each student.