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 233 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. Classes are divided into three classes, Prep/One, Two/Three and Four/Five/Six for the 2012-2015 period. The school is involved in a number of community services including student transport, sports days, catering, library and camps. The school has a strong commitment to Learning and Numeracy. Students have 1 to 1, daily computer access across the whole school. Underbool Primary is a member of the Ouyen Cluster. The school is involved in a number of activities within the cluster. The sharing of resources and support, sporting days, camping programs and group days take place throughout the year. The Ouyen cluster supports an extensive transition program for students moving from Primary to Secondary School. Underbool Primary School also works closely with the Underbool Learning Centre to ensure a smooth transition from Pre-school to Prep. Students participate in sporting activities throughout the year. All students participate in school Swimming and Athletic carnivals. Interschool competition includes Swimming, Athletics, Lightning Prems and Cross Country. Underbool Primary School conducts an annual whole school camp which enriches students learning experiences, exposing them to activities they would not normally encounter.

School Values: R.E.A.P

Respect
Looks like: *honest communication between students, teachers and parents *tolerance of differences *caring for each other / belonging / selves / property
Feels like: *happy / proud *satisfying *valued *confident
Happens when: *trust others *getting along *tolerance *compassionate *able to voice opinions *look out for others

Achievement
Looks like: *reaching goals *success *enjoyment *finishing tasks
Feels like: *happy *confident *keen to work
Happens when: *commitment *encouraged *perseverance *enjoy tasks *parental involvement *willing to learn *tasks achievable

Enthusiasm
Looks like: *happy *willing to try *positive body language *tone of voice *exuberant
Feels like: *safe *having a good time
Happens when: *confident *content geared toward students
want to do things *encouragement

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
Happens when: *encouragement *understanding *given opportunity *reach goals *You Can Do It *attitude *belief *determination *drive to 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

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, Learning Confidence – 4.4, Student Motivation – 4.6

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
  * continually building community relationships

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