

School Strategic Plan for RYE Primary School Southern Metropolitan Region 2012-2015

[Insert here the logo and/or name of the school review contractor responsible for this review]

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

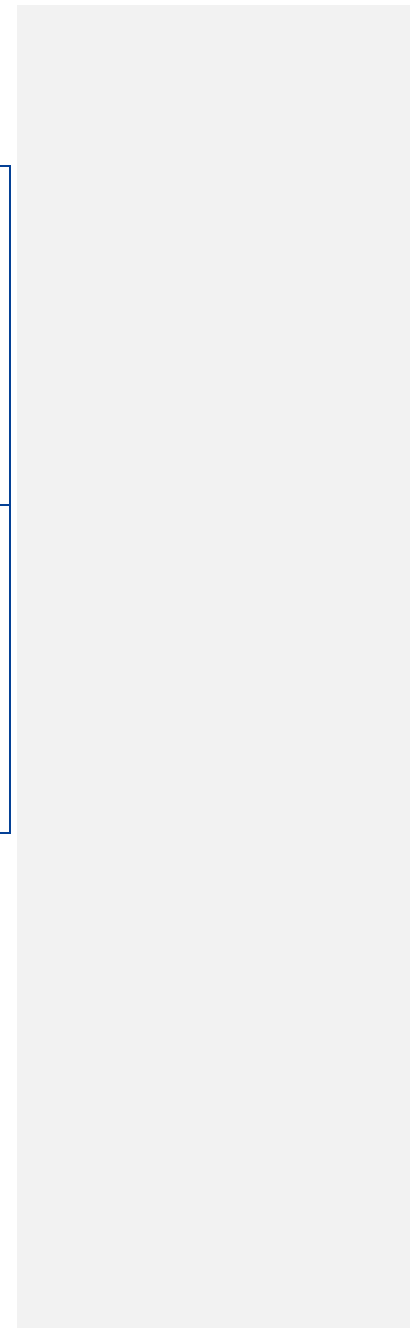
School Profile

Purpose	<p>The purpose of the Rye Primary School Strategic Plan is to create a template for the next four years guiding the direction and progression of our school community. It is essentially a working document that should evolve as the school meets the milestones described throughout. This document should be used as a curriculum document for planning and to inform teachers as to the goals that are most important to improved student achievement and wellbeing.</p>
Values	<p>A commitment to student learning and wellbeing.</p> <p>High expectations for all.</p> <p>Shared vision and mission.</p> <p>A commitment to best practice.</p> <p>A commitment to ongoing professional learning.</p>
Environmental Context	<p>Rye Primary School has an SFO of 4.9. Our school student population fluctuates from approximately 400 – 450 students. In 2012 our indicative population will be 421 students with 60 new prep students enrolling. We are expecting a reduction of approximately 20 students in 2013 due to an unusually large cohort of grade 6 students leaving at the end of this year. Traditionally our school has enjoyed a fairly good standing in the community and we have excellent relationships with local service groups, the local secondary colleges and our feeder pre-schools.</p> <p>We have a high proportion of expert teachers who have worked in the school for long periods. Many of the families in our school have long associations with our school with several families relationships with our school extending as far back as the 1880's.</p> <p>Rye is a tourist town and many of our families are employed in the hospitality and service industry.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student achievement data in Literacy and Numeracy	<p>The areas of focus may include:</p> <ul style="list-style-type: none"> • Reading, Writing and Numeracy at measured by NAPLAN and on line assessments. 	<ul style="list-style-type: none"> • Develop high quality distributed leadership to lead learning and maximise workforce skills. • Strengthen teacher capacity through the development of effective Professional Learning Teams (PLTs).
Student Engagement and Wellbeing	To empower students to be involved in their own learning journey and thereby improve student engagement.	<ul style="list-style-type: none"> • ATS Survey - Teacher effectiveness, Teacher Empathy, Stimulating Learning. • SO Survey - Student 	<ul style="list-style-type: none"> • Strengthen the capacity of teachers to differentiate curriculum in order to move towards personalised learning.

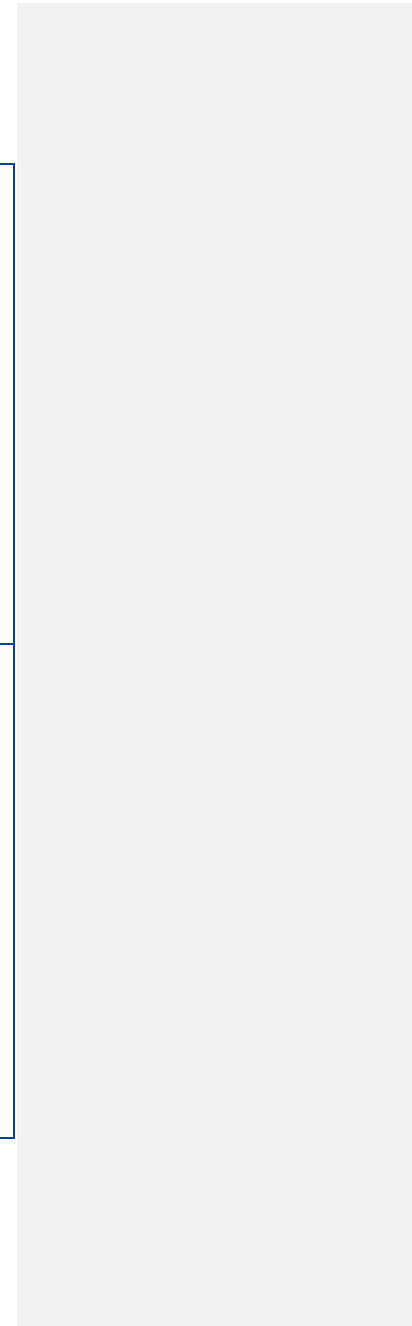
		Orientation and Learning Environment.	
Student Pathways and Transitions	To improve intra-school transitions to ensure students have a cohesive, sequential progression through the school.	<ul style="list-style-type: none"> • PO Survey - transitions. <p>Closer correlation between outcomes at Year 2 and Year 3.</p>	<ul style="list-style-type: none"> • Develop a formalised program of transitioning student information throughout the school. • Whole school approach to sequential curriculum planning.



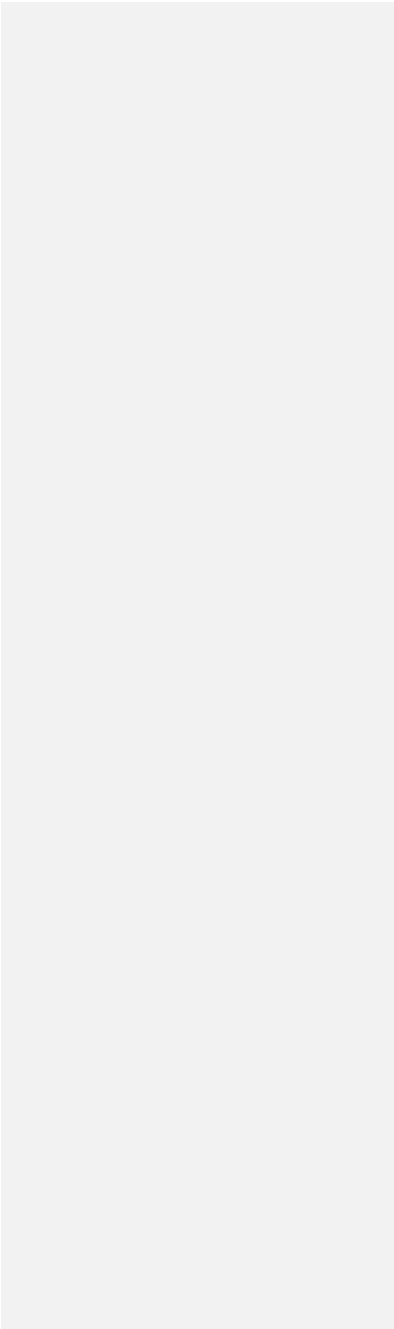
School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<ul style="list-style-type: none"> • Develop high quality distributed leadership to lead learning and maximise workforce skills. • Strengthen teacher capacity through the development of effective Professional Learning Teams (PLTs). 	Year 1	<p>Develop a commitment to our school vision and purpose. This to include fundamental principles and expectations of staff.</p> <ul style="list-style-type: none"> • Clarify the purpose and structure of meetings, Curriculum Professional Learning Teams and Unit Planning Teams. • Develop effective meeting protocols. • To clarify professional expectations • Investigate and plan for Effective/Purposeful Teaching, particularly of literacy and numeracy, at leadership and staff level 	<ul style="list-style-type: none"> ▪ Completion of documentation for Pedagogical Master Plan. ▪ Documented protocols and professional expectations ▪ Consistent proforma for agenda and minutes ▪ Consistent upward trend in student achievement data ▪ All planning documentation reflects effective/purposeful teaching ▪ All staff are contributing to Professional Learning Teams by attending meetings and reflecting on student achievement data ▪ Formalise Teaching and Learning Team with representation from all

		<ul style="list-style-type: none"> • Develop a collegiate culture with a focus on classroom teaching of literacy and numeracy which encourages teamwork, mentoring and sharing of best practice. • To analyse whole school data tracking of all student achievement and other relevant data recording to personalise learning 	<p>levels to be responsible for the analysis and tracking of whole school data</p> <ul style="list-style-type: none"> ▪ Review and document whole school staff appraisal and performance process to ensure it reflects our school vision and purpose
	Year 2	<ul style="list-style-type: none"> • Strengthen use of data and assessment of, for and as learning to guide planning and inform explicit teaching • Review and refine purpose and effectiveness of PLT's • Teachers and students have an explicit understanding of the learning continuum and use this for goal setting and monitoring 	<ul style="list-style-type: none"> ▪ All teachers actively plan for and use all forms of assessment to inform teaching and learning • Consistent use of Curriculum Framework • Consistently developing and using rubrics to monitor student learning and clarify expectations for learning ▪ Continue contributing to



		<p>learning.</p> <ul style="list-style-type: none"> • PLT's will explore the implementation of the National Curriculum • Investigating and evaluating opportunities for flexible learning spaces • Investigating and evaluating collaborative teaching and collective responsibility for all students 	<p>Professional Learning Teams by attending meetings and reflecting on student achievement data</p> <ul style="list-style-type: none"> ▪ Naplan student achievement data will be at or above SMR Schools ▪ Some learning teams are modelling use of shared learning spaces and collaborative teaching
	Year 3	<ul style="list-style-type: none"> ▪ Highly effective PLT's will support the implement of the National Curriculum ▪ Incorporating opportunities for flexible learning spaces ▪ Incorporating collaborative teaching and collective responsibility for all students 	<ul style="list-style-type: none"> • School documentation will reflect the introduction of the National Curriculum • Dedicated learning teams are using shared learning spaces and collaborative teaching methodology • Effective analysis and use of



			multiple sources of data is embedded in school practice
	Year 4	<ul style="list-style-type: none"> ▪ Continued commitment by highly effective PLT's to the implementation of whole school goals ▪ All teachers use the National Curriculum for planning and assessment for teaching and learning 	<ul style="list-style-type: none"> ▪ All curriculum documentation will be fully aligned with the National Curriculum ▪ Effective PLT's embedded in whole school organisational culture ▪ All teachers are conversant with the National Curriculum
<ul style="list-style-type: none"> • Strengthen the capacity of teachers to differentiate curriculum in order to move towards personalised learning. 	Year 1	<ul style="list-style-type: none"> • Use VELs continuum to assess and place each child individually at their zone of proximal development. • Develop understanding of learning styles, pedagogy and the scaffolding needed to move students to the next stage of development • Consistent commitment to the use 	<ul style="list-style-type: none"> • Teachers demonstrate explicit knowledge of VELs progression points • Teachers focus on how individual students learn best • Learning is directed to individual point of need with growth shown in Literacy and Numeracy achievement data • All curriculum documents will be

		<p>of the E5 Model and Inquiry through-lines across school</p> <ul style="list-style-type: none"> • Ensure that technology is used to support purposeful teaching and learning • Staff investigate personalised learning • Students begin to negotiate learning goals 	<p>aligned with the E5 Instructional Model</p> <ul style="list-style-type: none"> • Staff share their learning about personalised learning with whole staff through scheduled meetings • Teachers are incorporating an element of E-Learning into curriculum documentation • Students articulate their personal learning goals through three-way interviews (parent/teacher/student)
	Year 2	<ul style="list-style-type: none"> • Implement personalised teaching across the school • Use of rubrics to establish expectations and clear assessment guidelines. • Investigating and evaluating opportunities for flexible learning 	<ul style="list-style-type: none"> • Through ILP' and planning documentation, teachers scaffold teaching towards students point of need • Some learning teams are modelling use of shared learning spaces and collaborative teaching

		<p>spaces</p> <ul style="list-style-type: none"> • All teachers utilise ICT as a part of their daily teaching practice • Engage the community in understanding 21st century learning and teaching 	<ul style="list-style-type: none"> • Teachers and students consistently developing and using rubrics to monitor learning and clarify expectations for learning • Daily utilisation of functioning ICT equipment
	Year 3	<ul style="list-style-type: none"> • Deep understanding of learning styles, pedagogy and the scaffolding needed to move students to the next stage of development. • Involve the community in 21st century learning and teaching • Common practice is to personalise learning to cater for individual student needs 	<ul style="list-style-type: none"> • Use of assessment tasks on Ultraset to establish up to date information on where each student is for teachers, parents and students. This may limit, reduce or even eliminate the time spent writing reports. • The community is actively involved in the teaching and learning of the students • All students on ILP's and individual performance data being tracked

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	Year 4	<ul style="list-style-type: none"> • Children are involved in rich self and peer assessment (as, for and of learning). • Students have a voice in what they learn next through the use of continuums, so students and teachers have a clear understanding of where they are and where they are going next. • Students choose pathways to mastery of goals and how success is to be demonstrated <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> • Consistent whole school approach/all staff on board exemplified by high expectations for learning and teaching across the school • Motivated students who self-regulate and set learning goals in collaboration with teachers, parents and peers • All students monitor their learning on the Ultranet • Students can articulate their learning goals and successes <ul style="list-style-type: none"> ▪
To improve intra-school transitions to ensure students have a cohesive, sequential progression through the school.	Year 1	<ul style="list-style-type: none"> • Investigate and implement best practice in intra-school transition • Strengthen transition from Year 6 to secondary college. • Utilise the system for tracking 	<ul style="list-style-type: none"> ▪ Teachers recognise the need to have a formalised transition process ▪ Enhance sharing of data between primary and secondary colleges

	<ul style="list-style-type: none"> • students over time • Implement moderation of assessment across levels • Undertake continual review of assessment schedule to ensure it informs teaching and learning • Students access the Ultranet 	<ul style="list-style-type: none"> ▪ All staff are making use of whole school database to address students' needs ▪ Dedicated scheduled meetings to ensure moderation is taking place across the school regularly ▪ All data from assessment schedule informs teaching and learning ▪ All students are registered and using the Ultranet
Year 2	<ul style="list-style-type: none"> ▪ Individual learning plans are developed for each student ▪ Develop seamless curriculum across the school 	<ul style="list-style-type: none"> ▪ Individual are passed on to future teachers ▪ Teachers will have vertical knowledge of curriculum at Rye PS
Year 3	<ul style="list-style-type: none"> ▪ Ultranet used to manage learning and communicate student achievement to parents and 	<ul style="list-style-type: none"> ▪ Students managing their own learning spaces ▪ Teachers utilise data for teaching

		<p>students</p> <ul style="list-style-type: none"> ▪ Continue transfer of data between year levels 	and learning
	Year 4	<ul style="list-style-type: none"> ▪ Use of whole school database is common transition practice ▪ Use of the Ultranet as a method to communicate and monitor student achievement by teachers/students/parents 	<ul style="list-style-type: none"> ▪ Whole school community are able to access the information , collaborate and communicate via the Ultranet ▪ All teachers readily access data via transition database on a regular basis

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