



Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Jackie Annable[name] [date][name] [date][name] [date]
School council: Amanda Robertson.....[name] [date][name] [date][name] [date]
Delegate of the Secretary: Cheryl Chapple[name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Rye Primary School students are independent learners and creative thinkers whose moral character enables them to be productive citizens within a global community.</p> <p>Rye Primary School provides a relevant, engaging and differentiated teaching and learning program based on high expectations and evidence-based teaching practices in a supportive environment that fosters deep thinking, creativity, collaboration and independence and inspires respect, resilience, responsibility, integrity and lifelong learning.</p>	<p>Rye Primary School’s values guide the decisions and behaviors of all members of our school community.</p> <p>The values are:</p> <p>Respect - caring for ourselves, others and the environment</p> <p>Integrity – being honest and doing the right thing</p> <p>Resilience - maintaining a positive attitude and making learning enjoyable, challenging and rewarding</p>	<p>Context</p> <p>Rye Primary School serves its coastal community on the Mornington Peninsula, approximately 83 kilometres south of Melbourne. The school’s enrolment has been steady for the past five years with an average of 420 students. To maximize playground space all of the classrooms are housed in a double-storey building and the Peace Garden has been transformed into an outdoor learning space. The students are mainly drawn from the local community and come from a wide range of socio-economic backgrounds. There is a very small percentage of English as an Additional Language (EAL) students and Aboriginal and Torres Strait Islander (ATSI) students. Twelve students received additional funding through the Program for Students with Disabilities (PSD).</p> <p>Challenges</p> <p>Consolidating consistent, evidence-based, whole-school teaching and learning approaches in literacy and numeracy.</p> <p>Improving the learning gain of students from Year 3 to Year 5 in the Writing domain.</p> <p>Improving student attendance levels across the school.</p> <p>Raising the staff’s endorsement of the school climate and professional development modules of the School Staff Survey.</p> <p>Raising the students’ connectedness to school and perceptions of safety as measured by the Year 5 and 6 Attitudes to School Survey.</p>	<p>Our intent:</p> <ul style="list-style-type: none"> to empower all members of the school community in strengthening an inclusive, safe and supportive environment that focuses on quality learning and teaching to improve student learning outcomes in Literacy and Numeracy, particularly in regards to learning gain and high achievement to develop students who are independent and actively engaged in their learning and the community to improve the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for all students. <p>Our rationale:</p> <ul style="list-style-type: none"> teachers will be clear about what students know, what to teach next and how to recognise success teachers will deliver quality, consistent whole-school Literacy, Numeracy and Wellbeing programs opportunities to develop student voice will increase student motivation and engagement will grow student attendance will improve parents and carers will have a greater involvement in student learning teachers will seek feedback from colleagues and address point-of-need professional learning to improve their practice. <p>Our priorities and focus areas:</p> <p>All of our Key Improvement Strategies are linked to the priorities and initiatives outlined in the Department’s 2016 Framework for Improving Student Outcomes Improvement (FISO) model. Our priority for the next four years though will be Excellence in Teaching and Learning with a focus on the Building Practice Excellence and Curriculum Planning and Assessment initiatives.</p>

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)
To improve student learning outcomes in Literacy and Numeracy, particularly in regards to learning gain and high achievement	<p>Priority: Excellence in teaching and learning</p> <p>Initiatives:</p> <ol style="list-style-type: none"> Building practice excellence Curriculum planning and assessment 	<ol style="list-style-type: none"> Build teachers’ skill in using literacy and numeracy data to plan differentiated teaching and learning. Organise and resource staff collaboration to enable teachers to work with and receive feedback from others in order to progress their practice. Build consistency and quality of literacy and numeracy teaching practice across the school through the implementation of the Marzano instructional model and documentation of the curriculum. Embed practices for parents/carers to be engaged and understand the learning progress of their children and how to effectively support them to learn. 	<ul style="list-style-type: none"> An increase in the percentage of students at or above the expected Victorian Curriculum levels in English and Mathematics. An increase in the percentage of students in the top 2 NAPLAN bands <i>Year 3 Top 2 Bands = 5 and 6; Year 5 Top 2 Bands = 7 and 8</i> An increase in the percentage of students achieving high growth on the NAPLAN Relative Growth Report Improvement in the student Attitudes to School survey measures of: <ul style="list-style-type: none"> Teacher effectiveness Stimulating learning Improvement in the School Staff survey measures of: <ul style="list-style-type: none"> Academic emphasis Guaranteed and viable curriculum Parent and community involvement Renewal of knowledge and skills Improvements in the Parent Opinion survey measures of: <ul style="list-style-type: none"> Teacher morale Learning focus
To develop students who are independent, and actively involved in their learning and the community.	<p>Priority: Positive climate for learning</p>	<ol style="list-style-type: none"> Use the Marzano proficiency scales and other success criteria to assist students to better understand and own their learning and progress. 	<ul style="list-style-type: none"> Improvement in the attendance data Improvement in the student Attitudes to School survey measures of the



	<p>Initiative: Empowering students and building school pride</p>	<ol style="list-style-type: none"> 2. Explicitly teach students how to set new learning goals and to reflect on their literacy and numeracy progress. 3. Increase student voice in teaching and learning to improve motivation and involvement in school life. 	<p>teaching and learning:</p> <ul style="list-style-type: none"> ○ Learning confidence ○ School connectedness ○ Student motivation ○ Teacher empathy <ul style="list-style-type: none"> ● Improvement in the Parent Opinion survey measures of <ul style="list-style-type: none"> ○ Student Motivation ○ School connectedness
<p>To empower all members of the school community in strengthening an inclusive, safe and supportive environment that focuses on quality learning and teaching.</p>	<p>Priority: Positive climate for learning</p> <p>Initiative: Setting expectations and promoting inclusion</p>	<ol style="list-style-type: none"> 1. Implement whole-school student management routines and procedures to ensure positive behaviour and learning expectations are set and understood by all members of the school community. 2. Review the Social Emotional Learning program to ensure a shared and consistent implementation of strategies outlined in Second Steps, Restorative Practices and Kids Matter. 	<ul style="list-style-type: none"> ● Improvement in the student Attitudes to School survey measures of: <ul style="list-style-type: none"> ○ Student distress ○ Student morale ○ Classroom behavior ○ Connectedness to peers ○ Student safety ● Improvement in the Parent Opinion survey measures of: <ul style="list-style-type: none"> ○ Student safety ○ Classroom behaviour ○ School connectedness ○ Social skills ○ Behaviour management ● Improvement in School Staff survey measures of: <ul style="list-style-type: none"> ○ Collective focus on student learning ○ Collective responsibility
<p>To improve the allocation and use of resources (human, financial, time, space and materials) to maximize learning outcomes for all students.</p>	<p>Priority: Professional leadership</p> <p>Initiative: Building leadership teams</p>	<ol style="list-style-type: none"> 1. Build teacher knowledge and capability to lead and embrace change to enhance the school climate and professional learning culture. 2. Develop a whole school professional learning plan that aligns school improvement goals and staff performance and development goals. 3. Review and develop the ICT policy and program to maximise student outcomes and engagement. 	<ul style="list-style-type: none"> ● Improvement in School Staff survey measures of: <ul style="list-style-type: none"> ○ School level support ○ Renewal of knowledge and skills ○ Collective participation ○ Active participation ○ Feedback

