School Strategic Plan 2020-2024

Rye Primary School (1667)

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School vision	Rye Primary School's vision is to develop independent learners and creative thinkers whose values enable them to be productive citizens within a global community. We aim to provide 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.
School values	Our school motto is 'Strive to Achieve' and our values are Respect, Integrity and Resilience: • We respect and care about ourselves, about others and the environment. We understand that our attitudes and behaviours have an impact on the people and the world around us. • We show integrity, and always do our best to be honest and to do the right thing. • We demonstrate resilience by maintaining a positive attitude and making learning enjoyable, challenging and rewarding.
Context challenges	Context Rye Primary School is located on the Mornington Peninsula surrounded by a proud community and picturesque environment approximately 80 kilometres south of Melbourne. The school values a commitment to students achieving their personal best in their learning and wellbeing. This commitment is achieved through a shared vision, professional learning, collaborative practices and best practice. Rye Primary School prides itself on having a strong focus on delivering a world class education for our students. By working closely with our local community our students are able to participate in a range of experiences to extend our students knowledge and skills. Such things as historical acknowledge ceremonies, environmental programs, golf coaching at a high standard golf venue, social inclusion events and art projects are some examples. We continue our close affiliation with many local service clubs and are supported by local businesses, volunteers and charities Challenges Establishing and consolidating consistent classroom management strategies. Consolidating consistent assessment and instructional model teaching practices in classrooms Engagement of students in the senior school (Grade 5 and Grade 6) focusing on boys contentedness Improving student attendance and parent awareness of attendance Implementing an early years investigations program without impact on assessed student learning outcomes Establishing a consistent model to engage and showcase student voice

Intent, rationale and focus	Intent:
	- For all students to achieve their personal best in all aspects of learning.
	- To establish a learning environment where students feel safe, confident and connected to their teachers and peers.
	- To develop clear consistency in high quality teaching and learning practices across the whole school.
	- To enhance student voice and opportunity to engage in whole school decisions and within the classroom.
	- For teachers to have high expectations for all students and to enable students to take responsibility for their own learning.
	Rationale:
	This is important because whole school data currently indicates:
	- Naplan data is inconsistent and fluctuates over time
	- Inconsistencies between Naplan and teacher judgement
	- Decline in the upper school in learner characteristics and disposition
	- Levels of disengagement in some year 4-6 students
	- Limited opportunities for students to have choice in classroom and input into whole school decisions
	Focus:
	Priorities
	1. Assessment
	2. Curriculum
	3. Instructional Model

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Goal 1	Improve literacy and numeracy outcomes for all students.
Target 1.1	By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands in: • Reading from 51% (benchmark set as an average of 2017–19 data) to 57% • Writing from 36% (benchmark set as an average of 2017–19 data) to 53% • Numeracy from 30% (benchmark set as an average of 2017–19 data) to 40%.
Target 1.2	By 2023, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN: • Reading from 78% (benchmark set as an average of 2017–19 data) to 85% • Writing from 75% (benchmark set as an average of 2017–19 data) to 85% • Numeracy from 76% (benchmark set as an average of 2017–19 data) to 85%.
Target 1.3	By 2023, increase the percentage of students who achieve above age expected level in the Victorian Curriculum in: • Reading from 34% (benchmark set as an average of 2017–19 data) to 38% • Writing from 16% (benchmark set as an average of 2017–19 data) to 25% • Number and algebra from 24% (benchmark set as an average of 2017–19 data) to 30%.
Key Improvement Strategy 1.a Building practice excellence	Embed the instructional model consistently across the school and strengthen the implementation of the high impact teaching strategies.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to use data and formative assessment strategies to differentiate the curriculum.
Key Improvement Strategy 1.c Curriculum planning and assessment	Improve whole school curriculum planning to enhance the relationship between the Victorian Curriculum, learning intentions, learning activities and assessment strategies.

Goal 2	Improve engagement in learning for all students.
Target 2.1	By 2023, improve the positive endorsement on the AToSS for the Year 4–6 cohort for the factors: • Learning confidence from 75% (2019) to 80% • Effective teaching time from (2019) 84% to 90%.
Target 2.2	By 2023, improve the positive endorsement on the Attitudes to School Survey (AtoSS) for the male cohort for the factors: • Student voice and agency from 59% (2019) to 70% • Stimulated learning from 71% (2019) to 75% • Effort from 76% (2019) to 80% • Motivation and interest from 75% (2019) to 80%.
Target 2.3	By 2023, improve the positive endorsement on the School Staff Survey for the factor: • Teachers in this school use student feedback to improve practice from 89% (2019) to 95%.
Target 2.4	By 2023, reduce the average absence days from 20 days (2019) to 15 days.
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher knowledge and capacity to activate student voice and agency within the classroom.
Key Improvement Strategy 2.b Empowering students and building school pride	Establish systems and structures to foster and sustain student voice and agency in learning.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build students' understanding of themselves as learners and their capacity for independent learning.

Goal 3	Improve the wellbeing of all students.
Target 3.1	By 2023, improve the positive endorsement on the AToSS for the factors: • Teacher concern from 72% (2019) to 80% • Effective classroom behaviour from 80% (2019) to 85% • Non–experience of bullying from 52% (2019) to 60% • Respect for diversity from 82% (2019) to 88%.
Target 3.2	By 2023, improve levels of student resilience as measured against baseline data from a school-based survey established in 2020.
Target 3.3	By 2023, improve the positive endorsement on the POS for the factor: • Promoting positive behaviour from 83% (2019) to 88%.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed a whole school approach to promote student wellbeing and respectful engagement.
Key Improvement Strategy 3.b Empowering students and building school pride	Empower students to lead and take responsibility for their own actions through restorative practices.