

# School Strategic Plan for Great Ryrie Primary School 2015-2018

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Doug Elliott.</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Viv McPherson.</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>



## School Profile

<b>Purpose</b>	At Great Ryrie Primary School we will provide a supportive and engaging learning environment that equips students to constructively contribute to an ever changing world.
<b>Values</b>	<p>We believe these values are central to the life of our school and the ways in which all members of the school community conduct themselves –</p> <p><b>Respect</b> by showing care and compassion for ourselves, others and the environment.</p> <p><b>Responsibility</b> to be in control of our learning and our actions towards ourselves, others and the environment.</p> <p><b>Individuality</b> to be yourself and have confidence to know you can ‘have a go’ and achieve your personal best.</p> <p><b>Honesty and integrity</b> to seek the truth and ‘walk the talk’ in all our actions.</p> <p><b>Learning</b> so we have the knowledge to make good choices and show independence.</p> <p><b>Positive attitude</b> towards school and making it a fun, enjoyable, challenging and rewarding learning experience.</p> <p><b>Collaboration</b> with the whole community so that we understand that we’re all in this together and we can achieve.</p> <p><b>Understanding and acceptance</b> of yourself and others in our multi-cultural community.</p>

## Environmental Context

Great Ryrie Primary School was built in 1998 as a result of the amalgamation of three smaller schools. In 2004 the school was further extended after the closure of the adjacent Heathmont College site. Our school is located approximately 20 kilometres east of the CBD.

In 2014 school our enrolments are around 520 students representing approximately 360 families. We have 43 school staff including, three Office Staff, a First Aid Officer, a Reading Recovery teacher, Refugee Transition Teacher, EAL Teacher, and Multicultural Educational Aide, four Teacher Aides and a Library Technician. The school also has the services of a School Chaplain.

The student population has changed in the past few years with an increase in the enrolment of students from English as an Additional Language (EAL) and refugee backgrounds. Our school is culturally diverse with 35% of families having a Language Background Other Than English (LBOTE), with the largest LBOTE groups being Burmese (representing several distinct dialects), Chinese and Indian. The school also has two Koorie families enrolled.

Great Ryrie has a Student Family Occupation index of 0.45 which indicates that we are in the medium SFO percentile range and that overall our school is of medium socio-economic status. Approximately 29% of the school community receive the Education Maintenance Allowance (EMA). However, **Great Ryrie** has a diverse social demographic, ranging from families where one or both parents are relatively high-income earning professionals or business owners, to low income, single parent families.

Our school has a strong reputation in the local community and we celebrate the cultural diversity of our families, while providing quality learning programs in all curriculum areas. We also offer a wide range of extra-curricular activities including extensive Performing Arts and Sports programs as well as Chess, Cheerleading and other special interest programs. Student wellbeing is given a high priority and we offer many programs designed to support students over a range of issues, as well as a comprehensive suite of student leadership programs.

The AusVELS provide the basis of the curriculum within an integrated model. Teachers work in teams to plan and deliver curriculum that caters for the individual needs of students in multi-age classes. Each student has their own Individual Learning Plan (ILP) developed through collaborative processes involving the student, parents and teacher.

Great Ryrie has an attractive, safe and stimulating learning environment, enhanced by relatively new and well-maintained facilities. The school is well resourced in IT including interactive whiteboards in every classroom and access to student laptops and iPads. Partnerships between parents and staff are encouraged and parents are involved as classroom helpers, in student conferences, school committees, fundraising and social activities.

The work of the School Council and the parent community is evident throughout the school in improved programs, facilities and equipment for students and teachers. A large number of enthusiastic parents and community members provide many hours of voluntary work to support student learning and the smooth running of the school.

<p><b>Service Standards</b></p>	<p>General</p> <ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</li> <li>• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• All students will receive instruction that is adapted to their individual needs.</li> </ul> <p>Specific</p> <ul style="list-style-type: none"> <li>• The school will respond to all communication by parents and caregivers within 2 working days.</li> <li>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</li> <li>• Students will play an active part in the development and review of the school's behaviour policies.</li> <li>• All teachers will provide timely and targeted feedback to students on their work.</li> </ul>
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## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To increase student learning growth.</p>	<p>Student learning growth to be at a rate which on average is at least equivalent to one year's growth annually, throughout the period of the strategic plan as measured by NAPLAN, PAT Reading, Pat Maths and SPA.</p>	<p>To enable teachers to use data to differentiate learning for each student from their point of need.</p> <p>To create a consistent school wide approach to the teaching of reading, writing and numeracy from Foundation through to Year 6;</p> <p>e.g. consolidate current school practice in CAFÉ Reading from Foundation through to Year 6,</p> <p>e.g. consolidate current school practice in Writing based on the work of Lisa Keskinen from Foundation through to Year 6,</p> <p>e.g. consolidate current school practice in Numeracy based on the work of Michael Ymer, Charles Lovitt, Douglas Williams and Maths 300 from Foundation through to Year 6.</p>

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>																											
<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To increase student engagement in their learning.</p>	<p>Student engagement in learning, to be at or above state benchmarks, as measured through attendance rates with the following indicators;</p> <table border="1"> <thead> <tr> <th><b>Indicator</b></th> <th><b>2014</b></th> <th><b>2018</b></th> </tr> </thead> <tbody> <tr> <td colspan="3">Average Unexplained Absences</td> </tr> <tr> <td></td> <td>62.3%</td> <td>&lt; 57%</td> </tr> <tr> <td colspan="3">Student Attitudes To School Survey</td> </tr> <tr> <td><i>Connectedness</i></td> <td>47.5%</td> <td>&gt; 53%</td> </tr> <tr> <td colspan="3">Parent Opinion Survey</td> </tr> <tr> <td><i>Stimulating Learning</i></td> <td>5.69</td> <td>6.02</td> </tr> <tr> <td colspan="3">Staff Opinion Survey</td> </tr> <tr> <td><i>Academic Emphasis</i></td> <td>67%</td> <td>72%</td> </tr> </tbody> </table>	<b>Indicator</b>	<b>2014</b>	<b>2018</b>	Average Unexplained Absences				62.3%	< 57%	Student Attitudes To School Survey			<i>Connectedness</i>	47.5%	> 53%	Parent Opinion Survey			<i>Stimulating Learning</i>	5.69	6.02	Staff Opinion Survey			<i>Academic Emphasis</i>	67%	72%	<p>To develop a comprehensive, whole school strategy to allow for smooth transitions between each year level.</p> <p>To enhance current school processes in enabling student voice in their learning from Foundation through to Year 6.</p>
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<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To empower all members of the school community in strengthening an inclusive, safe and supportive school and learning environment.</p>	<p>Indicators of an inclusive, safe and supportive school and learning environment to be at or above state benchmarks, as measured through attendance and incident rates, as well as student, parent and staff opinion surveys with the following indicators;</p> <table border="1"> <thead> <tr> <th><b>Indicator</b></th> <th><b>2014</b></th> <th><b>2018</b></th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Student Attitudes To School Survey</td> </tr> <tr> <td><i>Student Safety</i></td> <td>64.6%,</td> <td>&gt; 70%</td> </tr> <tr> <td><i>Teacher Empathy</i></td> <td>58.5%</td> <td>&gt; 64%</td> </tr> <tr> <td colspan="3" style="text-align: center;">Parent Opinion Survey</td> </tr> <tr> <td><i>Student Safety</i></td> <td>5.16</td> <td>&gt; 5.6</td> </tr> <tr> <td><i>Approachability</i></td> <td>5.60</td> <td>&gt; 6.1</td> </tr> <tr> <td colspan="3" style="text-align: center;">Staff Opinion Survey</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Parent and Community Involvement</i></td> </tr> <tr> <td></td> <td>81%</td> <td>86%</td> </tr> </tbody> </table>	<b>Indicator</b>	<b>2014</b>	<b>2018</b>	Student Attitudes To School Survey			<i>Student Safety</i>	64.6%,	> 70%	<i>Teacher Empathy</i>	58.5%	> 64%	Parent Opinion Survey			<i>Student Safety</i>	5.16	> 5.6	<i>Approachability</i>	5.60	> 6.1	Staff Opinion Survey			<i>Parent and Community Involvement</i>				81%	86%	<p>To improve opportunities for parent involvement and participation to support student learning.</p> <p>To enhance current school practice in student leadership from Foundation through to Year 6.</p> <p>To enhance current school practice in Restorative Practices from Foundation through to Year 6.</p>
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	Goals	Targets	Key Improvement Strategies
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To improve the processes, procedures and practices to enhance student learning, through consolidating whole school strategies.</p>	<p>Whole school processes, procedures and practices are documented, resourced and embedded in the practice of all staff, as evidenced by school policies, curriculum planning documents and records of procedures, as well as staff Performance and Development reviews, throughout the period of the strategic plan.</p>	<p>To evaluate current practice while reviewing research and current best practice in other schools, in order to inform and develop a consistent, evidenced based approach to teaching and learning throughout the school.</p> <p>To refine and consolidate current school practice in curriculum planning documents from Foundation through to Year 6.</p> <p>To refine and consolidate current school practice in teaching records of procedure from Foundation through to Year 6.</p> <p>To refine and consolidate current school practice in staff Performance and Development reviews,</p>

## Great Ryrie Primary School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <p>To enable teachers to use data to differentiate learning for each student from their point of need.</p> <p>To create a consistent school wide approach to the teaching of reading, writing and numeracy from Foundation through to Year 6;</p> <p>e.g. consolidate current school practice in CAFÉ Reading from Foundation through to Year 6,</p> <p>e.g. consolidate current school practice in Writing based on the work of Lisa Keskinen from Foundation through to Year 6,</p> <p>e.g. consolidate current school practice in Numeracy based on the work of Michael Ymer, Charles Lovitt, Douglas Williams and Maths 300 from Foundation through to Year 6.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ All teaching staff will be involved in reviewing student assessment strategies, tools the school assessment schedule.</li> <li>▪ The Leadership Executive will provide professional learning on measuring student learning growth.</li> <li>▪ All teaching staff will be involved in reviewing the school teaching and learning practices in Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff are familiar with and implement student assessment strategies and tools as detailed in the school Assessment schedule.</li> <li>▪ All staff are practised in measuring student learning growth.</li> <li>▪ All staff are familiar with and implement whole school teaching and learning practices in Literacy and Numeracy.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Teaching staff analyse student data to differentiate student learning programs.</li> <li>▪ Teaching staff and leadership analyse data to assess effective teaching strategies.</li> <li>▪ All teaching staff will be involved in reviewing curriculum provision in terms of content, strategies and dedicated time.</li> <li>▪ Staff team meetings analyse and moderate on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teaching staff use student data to differentiate student learning.</li> <li>▪ All teaching staff use data to assess their teaching.</li> <li>▪ All teaching and support staff are familiar with and effectively implement the AusVELS (national and state) curriculum and follow time requirements for curriculum areas.</li> <li>▪ All teaching staff know and can report on their students level of achievement.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Staff team meetings analyse and moderate on student learning growth.</li> <li>▪ Staff team meetings analyse and evaluate effective reporting on student learning for students, parents and staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff effectively monitor student learning growth.</li> <li>▪ All staff effectively implement AusVELS through agreed whole school approaches to teaching and learning.</li> <li>▪ Students, parents and staff understand and can clearly articulate their own/student's progress.</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>▪ Leadership Executive will review student learning growth across the period of the strategic plan.</li> <li>▪ All teaching staff will review of the school Assessment schedule.</li> <li>▪ All teaching staff will be involved in reviewing student assessment strategies and tools.</li> <li>▪ All teaching staff will be involved in reviewing whole school teaching and learning practices in Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teaching staff are competent in measuring student learning growth.</li> <li>▪ Student data is collated and reported in line with the Assessment schedule.</li> <li>▪ Student learning growth to be at a rate which on average is at least equivalent to one year's growth annually, throughout the period of the strategic plan as measured by NAPLAN, PAT Reading, Pat Maths and SPA.</li> </ul>
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<p><b>Engagement</b></p> <p>To develop a comprehensive, whole school strategy to allow for smooth transitions between each year level.</p> <p>To enhance current school processes in enabling student voice in their learning from Foundation through to Year 6.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> <li>▪ A focus group will identify student and parent attitudes to transition between year levels.</li> <li>▪ A focus group will identify school transition practices in comparison with current best practice and define a whole school transition program.</li> <li>▪ All teaching staff will be engaged in a review of consistency in pedagogy across the school, with allocated time will be provided for teaching staff to become more familiar with implementing AusVELS.</li> </ul>
	<p>Year 2</p>	<ul style="list-style-type: none"> <li>▪ Team Leaders will work to refine common teaching practices across year levels.</li> <li>▪ Teaching teams will refine whole school practices to support student engagement across the school.</li> <li>▪ Teaching teams will refine whole school practices to support student transition across the school.</li> </ul>
	<p>Year 3</p>	<ul style="list-style-type: none"> <li>▪ All teaching staff will consolidate common teaching practices across year levels.</li> <li>▪ All teaching staff will consolidate whole school practices to support student engagement across the school.</li> <li>▪ All teaching staff will consolidate whole school practices to support student transition across the school.</li> </ul>
<ul style="list-style-type: none"> <li>▪ All staff understand and can articulate student and parent attitudes to transition between year levels.</li> <li>▪ All staff are familiar with school transition practices in comparison with best practice in the industry.</li> <li>▪ All staff support and implement a consistent pedagogy across the school in line with AusVELS.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff are working to improve common teaching practices across year levels, which support student engagement across the school.</li> <li>▪ All staff understand, implement and can articulate whole school practices which support student transition across the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff understand, implement and can articulate common teaching practices across year levels, which support student engagement and transition across the school.</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>▪ Leadership will review student and parent attitudes to transition between year levels.</li> <li>▪ Leadership will review school transition practices in comparison with current evidenced based best practice.</li> <li>▪ Leadership will review consistency in pedagogy across the school.</li> </ul>	<p>Student engagement in learning, to be at or above state benchmarks, as measured through attendance rates with the following indicators;</p> <table border="1" data-bbox="1413 320 2002 612"> <thead> <tr> <th><b>Indicator</b></th> <th><b>2014</b></th> <th><b>2018</b></th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Average Unexplained Absences</td> </tr> <tr> <td></td> <td>62.3%</td> <td>&lt; 57%</td> </tr> <tr> <td colspan="3" style="text-align: center;">Student Attitudes To School Survey</td> </tr> <tr> <td><i>Connectedness</i></td> <td>47.5%</td> <td>&gt; 53%</td> </tr> <tr> <td colspan="3" style="text-align: center;">Parent Opinion Survey</td> </tr> <tr> <td><i>Stimulating Learning</i></td> <td>5.69</td> <td>6.02</td> </tr> <tr> <td colspan="3" style="text-align: center;">Staff Opinion Survey</td> </tr> <tr> <td><i>Academic Emphasis</i></td> <td>67%</td> <td>72%</td> </tr> </tbody> </table>	<b>Indicator</b>	<b>2014</b>	<b>2018</b>	Average Unexplained Absences				62.3%	< 57%	Student Attitudes To School Survey			<i>Connectedness</i>	47.5%	> 53%	Parent Opinion Survey			<i>Stimulating Learning</i>	5.69	6.02	Staff Opinion Survey			<i>Academic Emphasis</i>	67%	72%
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	Year 2	<ul style="list-style-type: none"> <li>▪ Restructure school communication practices in light of current best practice and in response to student and parent opinions on student wellbeing and parent engagement and participation.</li> <li>▪ Refine strategies in place across the school to enhance parent participation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff understand and can articulate school communication practices in the context of what constitutes best practice and is responsive to student attitudes and parent opinions.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ All staff will engage in consolidating school communication practices.</li> <li>▪ All staff will engage in consolidating strategies in place across the school to enhance parent participation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff implement effective communication practices with parents in order to increase parent engagement and participation.</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>▪ Leadership will review student and parent opinions on student wellbeing and parent engagement and participation.</li> <li>▪ Leadership will review school communication practices in comparison with current best practice.</li> <li>▪ Leadership will review strategies in place across the school to enhance parent participation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Indicators of an inclusive, safe and supportive school and learning environment to be at or above state benchmarks, as measured through attendance and incident rates, as well as student, parent and staff opinion surveys with the following indicators;</li> </ul> <table border="1" data-bbox="1413 443 1944 767"> <thead> <tr> <th>Indicator</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Student Attitudes To School Survey</td> </tr> <tr> <td><i>Student Safety</i></td> <td>64.6%,</td> <td>&gt; 70%</td> </tr> <tr> <td><i>Teacher Empathy</i></td> <td>58.5%</td> <td>&gt; 64%</td> </tr> <tr> <td colspan="3" style="text-align: center;">Parent Opinion Survey</td> </tr> <tr> <td><i>Student Safety</i></td> <td>5.16</td> <td>&gt; 5.6</td> </tr> <tr> <td><i>Approachability</i></td> <td>5.60</td> <td>&gt; 6.1</td> </tr> <tr> <td colspan="3" style="text-align: center;">Staff Opinion Survey</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Parent and Community Involvement</i></td> </tr> <tr> <td></td> <td>81%</td> <td>86%</td> </tr> </tbody> </table>	Indicator	2014	2018	Student Attitudes To School Survey			<i>Student Safety</i>	64.6%,	> 70%	<i>Teacher Empathy</i>	58.5%	> 64%	Parent Opinion Survey			<i>Student Safety</i>	5.16	> 5.6	<i>Approachability</i>	5.60	> 6.1	Staff Opinion Survey			<i>Parent and Community Involvement</i>				81%	86%
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	<p>Year 2</p>	<ul style="list-style-type: none"> <li>▪ Leadership will provide access to quality professional learning and discussion to develop and document practices and procedures across the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff understand, implement and can articulate documented, whole school, practices and procedures that support improved student learning.</li> </ul>
	<p>Year 3</p>	<ul style="list-style-type: none"> <li>▪ Leadership will facilitate peer observation with a view to enabling all staff to reflect on current practices and consolidate a whole school approach to teaching and learning.</li> <li>▪ Leadership will develop strategies and resourcing that supports the school's approach to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff participate in peer observation and reflect on their contribution to and participation in the school approach to teaching and learning as it supports improved student learning growth.</li> <li>▪ All staff contribute to planning, documenting, assessing and recording progress in student learning, as well as in financial management and resource maintenance across the school.</li> </ul>
	<p>Year 4</p>	<ul style="list-style-type: none"> <li>▪ All staff will ensure accountability in planning documents, assessment records, financial and strategic planning and the development and maintenance of school resources in order to support improved student learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whole school processes, procedures and practices are documented, resourced and embedded in the practice of all staff, as evidence by school policies, curriculum planning documents and records of procedures, as well as staff performance and development reviews, throughout the period of the strategic plan.</li> </ul>