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| **Invermay Primary School**  **Strategic Plan 2017-2020** | **Endorsement**  Principal: **Justin Marshman** Date: 12.04.17  School Council President: **Dallas Warren** Date: 19.04.17  Delegate of the  Secretary: **Jenny Malberg** Date: 19.04.17 | **Re-Endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| In 2016, our IPS Vision Statement was refined in wording by school council and staff, but maintains a consistent guiding message & influence on our decision making, budgeting and planning.  Our vision at IPS is:  ***To provide a caring learning environment that promotes a lasting enthusiasm for learning. One which unites our students, staff and families in the development of***  ***‘happy kids & high achievers.’*** | At Invermay PS we are committed to providing a respectful, cooperative and inclusive environment for all students.  We aim for 'Happy Kids - High Achievers' by empowering our students each school day with the promotion of our six school values:  **Commitment, Cooperation, Respect, Responsibility, Honesty & Excellence** | Established in 1873, Invermay Primary School is a Foundation to Year 6 primary school, located 10 kilometres north of the major regional city of Ballarat.  The school’s facilities are situated in a rural setting of small acreage holdings and were extended during the review period due to increased enrolments. Facilities include an administration building housing the administration, staff and Arts areas; 2 mod-5 classrooms accommodating Foundation-Year 2 and Years 3-6 classes; and a gymnasium including kitchen facilities. The grounds encompass a central courtyard, two undercover adventure playgrounds, tennis courts, extensive grassed and asphalted play areas and a number of shelter and storage sheds.  Over the review period, the school’s enrolment increased, with 42 students in 2013 to 60 in 2016. The current enrolment figure is 59 students, with a projected enrolment of 65 by 2019. Four base classroom groupings of Foundation, Years 1-2, 3-4 and 5-6 operate, with fluid and varied groupings catering for student learning needs. The school’s current Student Family Occupation and Education Index (SFOE) of 0.5357, varied marginally over the review period but remained above the State at 0.5163.  The school’s staffing profile comprised of a Principal, 4 full-time classroom teachers, a LOTE teacher (0.05 Effective Full Time), a school Chaplain/Engagement Officer and 5 (2.4 EFT) Education and Administrative Support staff. Changes to the staffing profile occurred during the review period, due to increased enrolments, teacher transfer and retirement. These factors led to the creation of five additional classroom teaching and education support positions.  The school provided a comprehensive curriculum based on the Australian Curriculum and Victorian Essential Learning Standards (AusVELS) and Victorian Curriculum. The learning program was complimented by a specialist program of LOTE (Japanese), Physical Education, Science, Music and Visual Arts. A range of intervention and support programs including Reading Recovery and MultiLit, supported the acquisition of literacy skills for students in need of extra learning support. Information and Communication Technology (ICT) resourcing facilitated the integrated use of interactive whiteboards, school sets of laptops and notebooks and other devices. | Our most recent Peer Review has highlighted that Invermay Primary School plans comprehensively for school–wide improvement. We prioritise the academic & social development of our students and professional growth of our staff.  This Strategic Plan will support improved learning outcomes for all students, with a strong improvement focus on Writing, Number & Science/Technology … to complement our recent success in Reading & Spelling achievement. It also prioritises a continued focus on the wellbeing of all students and the development of educational leaders among our staff.  Continuing to refine leadership and decision-making structures, which extend and embed team practice; strengthening and measuring collective accountability among teaching & ES staff; and developing student responsibility for their social and learning choices; will all be key strategies that underpin our planning over the next four years. |
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| **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)** |
| Maximise student performance and learning growth, with a particular focus on English, Mathematics and Science/Technology, throughout the period of this strategic plan. | Excellence in Teaching and Learning | * Build a guaranteed and viable curriculum aligned to the new Victorian Curriculum. * Develop the capacity of teachers to evaluate their impact on student learning. * Develop and formalise feedback and reflection processes for teachers and students including strengthening formative assessment strategies linked to feedback. * Embed a culture of professional collaboration so that PLT time is focused on the collaborative preparation for high quality instructional practice and student learning. | **Teacher Judgements**   * Increase the percentage of students in Foundation–Year 6 with a grade of C or above in English, Mathematics and Science throughout each year of the SSP. * 2016 baseline data: Reading 84%, Speaking & Listening 88%, Writing 83%, Measurement & Geometry 85%, Number & Algebra 83% and Statistics & Probability 88%.   **NAPLAN**   * Increase the percentage of students in Years 3 and 5 in the top two bands of testing using 2015 and 2016 averaged scale scores as a benchmark. * Year 3 Reading: 434.6, Writing 419.2, Numeracy 392.5; Year 5 Reading 527.5, Writing 484.9, Numeracy 476.9 * Science NAPLAN benchmarks to be established and targets developed following NAPLAN testing. * Relative growth in all domains to be better than State means each year of the SSP.   **Staff Opinion Survey**   * Maintain school means of Teaching and Learning, School Climate and Professional Learning components above State means |
| Further develop a rich learning community which supports the development of the whole child. | Positive Climate for Learning  Community Engagement in Learning | * Further develop a positive climate for learning through: * developing strategies to regularly seek feedback from students about the extent of their learning * providing students with the support and tools to understand the impact of their involvement on learning outcomes * Strengthen the partnership between staff, students and families to support student learning, wellbeing and engagement. | **Gr 5/6 Attitudes To School Survey**   * All Teaching and Learning, Student Relationships and Wellbeing factors to remain above the State means throughout the SSP period.   **Parent Opinion Survey**   * Increase school means for all School Climate and Student Engagement variables above State means by 2020.   **Staff Opinion Survey**   * School means of all components of the School Climate module to remain above State means.   **Student Absence**   * Maintain average days absent per student to be below State means each year of the SSP. (2016 = 15.1 days per student State mean & 13.9 days per student State mean ) |