

School Strategic Plan 2020-2024

Invermay Primary School (0882)



Submitted for review by Justin Marshman (School Principal) on 13 October, 2020 at 02:23 PM

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Awaiting endorsement by School Council President

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<p>School vision</p>	<p>Our IPS vision: 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.'</p>
<p>School values</p>	<p>At Invermay Primary School we strive to develop 'Happy Kids - High Achievers,' empowering our students through our six core school values of Commitment, Cooperation, Respect, Responsibility, Honesty & Excellence.</p> <p>We are committed to providing a respectful, cooperative and inclusive environment for all students and aim to foster a healthy school culture where all students have equal access to education; strive to do their best; take pride in their own achievements and also value the success and achievement of others.</p>
<p>Context challenges</p>	<p>Context: 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. Current facilities include an administration building; two mod-5 classrooms accommodating Foundation-Year 2 and Years 3-6 classes; and a multi purpose gymnasium including kitchen facilities. Our 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.</p> <p>Our school is situated in a semi-rural setting of small acreage holdings. The majority of surrounding homes - both existing and under construction - are substantial, high end dwellings. It remains a challenge to attract enrolments from these families, many of whom maintain historical family and/or denominational ties with nearby private and catholic schools. We have however had some success in the last three years attracting families relocating into our zone from Melbourne, with three such families settling on ourselves as their nearest government school and a suited option for their children. Our 2020 Student Family Occupation Education (SFOE) index rating is 0.4461, down from 0.5357 in 2016.</p> <p>Enrolment as at September 2020 stands at 63 students, having grown from 24 in 2010. Four base classroom groupings of Foundation, Years 1-2, 3-4 & 5-6 operate, with fluid and varied groupings catering for student learning needs. Our school's staffing profile comprises our Principal; 4.4 EFT classroom teachers; one shared LOTE teacher (0.05 EFT); one shared music teacher (0.05 EFT); a school Chaplain/Engagement Officer funded through the Federal Government Chaplaincy program; and two Education and Administrative Support staff (1.7EFT). Changes to the staffing profile occurred during the review period, due to increased PSD</p>

	<p>enrolments, teacher transfer and two Family Leave vacancies. These factors led to the advertisement of five classroom teaching and education support positions during the life of our 2016-20 Strategic Plan.</p> <p>Staff, Student and Parent opinion survey data is for the most part excellent, with many domains consistently ranked in the top quartile statewide.</p> <p>Challenges:</p> <p>Our 2020 School Review panel considered a lack of consistency as a barrier to increasing the proportion of students achieving in the top two bands in NAPLAN consistently.</p> <p>Some teachers (but not students) indicated to the Review Panel that whilst fluid groupings placed students at their zone of proximal development, there were potential losses of continuity due to the logistics of changeover and the possible interruption to the flow of their teaching. The Panel concurred that maintaining consistency in these forms was a challenge contributing to meeting some of the set targets for numeracy and writing.</p> <p>Through our Strategic Plan and Annual Implementation Plan (AIP), staff have been engaged in a purposeful improvement agenda with aspirations of staff alignment and practice consistency. Inconsistencies in some elements of teacher judgement in comparison to NAPLAN were noted however in both our self evaluation and reviewers report. Consistent turnover of staff 2016-20, particularly in F-2 classrooms, has proven an ongoing challenge to maintaining instructional consistency. School leadership and staff also acknowledged there was inconsistency in the instructional approach to reading and writing prior to commencing staff development in a whole school instructional model in 2018. This has been initiated with Bastow consultant Narissa Leung working directly with staff as a Literacy Mentor in 2019/20, however will need to be maintained for a further 12-24 months due to momentum lost during Covid Remote learning, where instructional modelling, mentoring and feedback opportunities were very limited. These factors have impacted on practice consistency in whole school approaches, and professional accountability. Building teacher capacity to strengthen the partnerships between family and school also remains a challenge and targeted area for improvement and growth.</p>
<p>Intent, rationale and focus</p>	<p>Our most recent School Review has highlighted that Invermay Primary School plans comprehensively for schoolwide improvement within a calm, orderly & safe learning environment. We prioritise the academic & social development of our students and professional growth of our staff. Consistently high student, staff and parent opinion data throughout 2017-19 has supported these assertions.</p> <p>This 2020-24 Strategic Plan will support improved consistency of instructional practice among staff and in turn, learning outcomes for all students. A strong improvement focus will be maintained on Reading & Writing instruction, following a similar path to the resourcing, mentoring and development of our Maths and STEM instructional models and programs in recent years. This Strategic Plan will also prioritise an ongoing focus on the wellbeing and attendance of all students; as well as enhanced home-school partnerships and the development of educational leaders among our staff.</p>

Continuing to refine leadership and decision-making structures which extend and embed consistency of instructional 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.

Core work to be undertaken during our 2020-24 Strategic Plan will be based around the following rationale:

GOAL 1: To improve student learning outcomes in literacy and numeracy, Foundation to Year 6.

Rationale: Analysis of 2017-19 NAPLAN data generally showed larger proportions of students in the top two bands in Year 3 than in Year 5. It also identified generally lower teacher judgement benchmark growth for student cohorts when compared to their NAPLAN growth in Numeracy and Writing. Teacher judgements were also generally lower than those in similar schools and trended downwards over the past three years. A continuing priority to improve literacy and numeracy is therefore recommended for the next School Strategic Plan.

Key Improvement Strategies: 1. Develop a culture of shared responsibility, distributed leadership and succession planning.

- 1a. Develop capacity of teachers to collect, evaluate and utilise data
- 1b. Implement Professional Learning Communities
- 1c. Embed the Invermay Primary School Literacy Instructional Model

GOAL 2: To improve student engagement in learning.

Rationale: Whilst 2017-19 Attitudes to School Surveys indicated strong endorsement of most factors, the areas of Student Voice and Agency; Stimulated Learning; and Student Effort all showed some decline. This, in conjunction with significant absence rates, identified student engagement as a priority focus for the next Strategic Plan.

- Key Improvement Strategies:
- 2a. Embed curriculum planning and implementation practices
 - 2b. Embed a culture of partnership with parents
 - 2c. Cultivate student agency in their learning

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Goal 1	Improve student learning outcomes in Literacy and Numeracy - Foundation to Year 6
Target 1.1	<p>By 2024, increase the two year moving average of the percentage of students at or above NAPLAN benchmark growth in</p> <ul style="list-style-type: none">• Reading from 81.5 per cent in 2019 to at least 85 per cent• Writing from 85.2 per cent in 2019 to at least 86 per cent• Numeracy from 77.8 per cent in 2019 to at least 80 per cent
Target 1.2	<p>By 2024 increase the percentage of students achieving at or above age expected level as evaluated by consecutive Semester 2 teacher judgements against the Victorian Curriculum for</p> <ul style="list-style-type: none">• Reading and Viewing from 74 per cent in 2019 to 85 per cent• Writing from 60 per cent in 2019 to 80 per cent• Number and Algebra from 71 per cent in 2019 to 85 per cent
Target 1.3	<p>By 2024 increase the proportion of students in the NAPLAN top two bands in year 5 in</p> <ul style="list-style-type: none">• Reading from 33 per cent to 50 per cent• Writing from 0 per cent to 25 per cent• Numeracy from 0 per cent to 25 per cent

Key Improvement Strategy 1.a Instructional and shared leadership	Develop a culture of shared responsibility, distributed leadership and succession planning
Key Improvement Strategy 1.b Building leadership teams	Develop capacity of teachers to collect, evaluate and utilise data
Key Improvement Strategy 1.c Curriculum planning and assessment	Implement Professional Learning Communities
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Embed the Invermay Primary School Literacy Instructional Model
Goal 2	Improve student engagement in learning
Target 2.1	<p>By 2024 increase the percentage endorsement in the Attitudes to School Survey for the factors:</p> <ul style="list-style-type: none"> ● Student voice and agency from 77 per cent in 2019 to 80 per cent ● Stimulated learning from 76 per cent in 2019 to 90 per cent ● Sense of confidence from 88 per cent in 2019 to 90 per cent ● Effort from 81 per cent in 2019 to 85 per cent
Target 2.2	<p>By 2024 increase the percentage endorsement in the Staff Survey for the factors</p> <ul style="list-style-type: none"> ● Trust in students and parents from 67 per cent in 2019 to 85 per cent ● Parent and community involvement from 78 per cent in 2019 to 85 per cent

Target 2.3	By 2024 reduce the average number of days absent per student from 18.2 in 2019 to 16 or less.
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed curriculum planning and implementation practices
Key Improvement Strategy 2.b Parents and carers as partners	Embed a culture of partnership with parents
Key Improvement Strategy 2.c Empowering students and building school pride	Cultivate student agency in their learning