

School Strategic Plan for

Invermay Primary School

Grampians Region

2013-2016

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| Endorsement by School Principal | Signed………………………………………. (Principal’s signature)  Name………………………………………….  Date…………………………………………… |
| Endorsement by School Council | Signed………………………………………. (School Council President’s signature)  Name………………………………………….  Date…………………………………………… |
| Endorsement by Regional Director or nominee | Signed………………………………………. (Regional Director or nominee’s signature)  Name………………………………………….  Date…………………………………………… |

## School Profile

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| ***Purpose*** | To provide a friendly, caring and dynamic learning environment that promotes an enthusiasm for learning among all community members – students, staff and families – which in turn supports all students to achieve to the best of their personal and academic capabilities. |
| ***Values*** | The values that we believe are most important to our school community are:   * Commitment – to ongoing improvement and doing our very best. * Respect – for ourselves, our school, our environment and others. * Honesty – being truthful and trustworthy in our actions and words. * Responsibility – for all that we do. * Cooperation – working with others to achieve what you can’t do yourselves. * Excellence – striving to do and be the best we can be. |
| ***Environmental Context***  ***Environmental Context***  ***(cont)*** | Invermay Primary School is a learning community located on the northern fringe of Ballarat, with more than 140 years of history.  Our highly committed and professional staff **work together** to ensure effective, consistent and engaging programs are planned and implemented. Our school is actively engaged in providing a curriculum appropriate for 21st Century learners. With a growing enrolment of 46 students forecast for 2013, we look forward to the future with excitement and optimism.  Throughout 2011-12 our staffing profile has included the addition of two new Graduate teachers as well as a new Principal. We project to increase from 3.7 to more than 4.0 full time teaching staff for the 2013-14 years to accommodate our increasing enrolment trend.(2009=18, 2010=27, 2011=32, 2012=39, forecast 2013=46)  Our school leadership recognises the importance of the home-school partnership in the learning development of each child. We seek to maximise the use of emerging technologies and social media to increase opportunities for student learning beyond traditional classroom hours. We also welcome family and community support, fostering curriculum based and social links with the Invermay Historical Society, Invermay Bowls Club, Invermay Tennis Club and Invermay Progress Association to raise community spirit, support and pride in their local school and district.  Our 2012 Student Family Occupation (SFO) density is 0.61 and 45% of students receive the Educational Maintenance Allowance (EMA). The majority of our current enrolments choose to travel beyond their local government school to attend Invermay Primary School. This will continue as we have no local feeder kindergarten and compete each year with larger Ballarat schools for enrolments.  Invermay Primary School has a strong program for students with disabilities, with 10% of current enrolments assessed as requiring 1:1 educational support.  Our staff and leadership must all maintain a commitment to continuous improvement endeavours, to ensure Invermay Primary School remains a vibrant, successful, high performing education provider for our children for many years to come. |

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| **Strategic Intent** | | | |
|  | **Goals** | **Targets** | **Key Improvement Strategies** |
| **Student Learning** | To continue to maximise educational outcomes for students of all abilities, with a particular focus on Literacy and Numeracy achievement. | * Throughout 2013-16, each IPS student will achieve a minimum one year VELS / AUSVELS growth in annual teacher judgements. * By 2016, 100% of students will be above the minimum standards in NAPLAN Reading, Writing or Mathematics. | * + Continue to build the capacity of IPS staff to plan and teach high quality literacy and numeracy programs, with a greater focus on individualising learning for our students. * Further refine our Professional Learning Team focus on improving teacher capacity through a clear understanding of VELS/AusVELS progression and assessment.   + Continue to prioritize budgeting, professional learning and classroom programs around emerging and mobile technologies that enhance Literacy and Numeracy programs |
| **Student Engagement and Wellbeing** | To enhance student decision making, motivation and responsibility for their own personal and academic development.  To continually strengthen home-school partnerships at Invermay PS. | * By 2016, the results gained from the Student Opinion Survey (specifically ***Teaching & Learning*** elements); Staff Opinion Survey (specifically ***Teaching & Learning***); and Parent Opinion Survey (specifically ***Student Engagement***); will continually improve and rank within the top quartile of Victorian Government schools. * To reduce student absence rates annually to below the state mean by 2014 and maintain this achievement through to 2016. | * + Consolidate processes for goal setting and reflection among all students.   + Improve our students’ capacity to   ‘Learn how to learn.’   * Maximise the use of emerging technologies and social media to increase opportunities for student learning beyond traditional classroom hours. |
| **Strategic Intent** | | | |
|  | **Goals** | **Targets** | **Key Improvement Strategies** |
| **Student Pathways and Transitions** | To continually enhance the transition and learning experience for students and their families into, throughout and beyond their primary years of schooling at Invermay PS. | * To maintain/improve the **Parent Input,** **School Approachability** and **Transitions** variables within the Parent Opinion Survey into the 4th quartile of Victorian Government Schools annually over the life of this Strategic Plan. | |  | | --- | | * Continue to refine our transition processes and programs - into, across and out of our school - to ensure transition is a positive and worthwhile experience for all involved. * Identify opportunities for use of emerging technologies & social media - to better engage families and educational institutions both within and beyond our immediate school community. |  * Review year level and whole school milestone celebrations and events. |

## School Strategic Planner 2013- 2016: Indicative Planner

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| Key Improvement Strategies  (KIS across the three student outcomes areas) |  | Actions | Achievement Milestones  (Changes in practice and behaviours) |
| **Student Learning**   * + Continue to build the capacity of IPS staff to plan and teach high quality literacy and numeracy programs, with a greater focus on individualising learning for our students. * Further refine our Professional Learning Team focus on improving teacher capacity through a clear understanding of VELS/AusVELS progression and assessment.   + Continue to prioritise budgeting, professional learning and planning around emerging and mobile technologies that enhance Literacy/Numeracy learning opportunities at both school and home. | Year 1 | * Staff undertake professional reading, training and begin implementation of Reading CAFE format - to be implemented across P-6. * Create Literacy lead teacher role (RW). Up-skill and empower lead staff member to guide implementation of Daily 5, Reading CAFÉ and AusVELS Literacy across school. * Evaluate, modify and refine our whole school assessment schedule. * All teaching staff to complete Numeracy Professional Learning Units provided through $7000 Maths cluster grant. * Ongoing analysis of individual, cohort whole school data sets to inform teaching and learning. * Create and support ICT lead teacher role (PB). | * + Whole school immersion in trial of classroom based reading strategies espoused in Daily 5 & Reading CAFÉ literacy model.   + Accepted whole school assessment schedule.   + Whole school data being shared and used to inform teaching practise.   + Staff actively utilise AusVELS Literacy tools & data to inform planning and teaching for all students at their point of need. Differentiated curriculum, fluid groupings in class/across classes throughout the school.   + ICT vision, professional learning, hardware acquisition & 24/7 home-school learning priorities documented for 2013-15. |
| Year 2 | * Staff continue commitment to implement whole school reading strategy based on processes and values espoused in Reading CAFE model P-6. * Ongoing analysis of individual, cohort whole school data sets to inform teaching and learning. * Staff complete final identified units of Numeracy Professional Learning grant. * Review and modify Literacy & ICT lead teacher role as per school need. | * + School and home immersion in reading strategies espoused in Daily 5 & Reading CAFÉ literacy model.   + Staff actively utilise AusVELS Literacy tools & data to inform planning and teaching for all students at their point of need. Differentiated curriculum, fluid groupings in class/across classes throughout the school.   + Whole school data being shared and used to inform teaching practise.   + ICT vision, professional learning and hardware acquisition documented and completed for 2014. |
| Year 3 | * Staff continue commitment to implement whole school reading strategy based on processes and values espoused in Reading CAFE model P-6. * Ongoing analysis of individual, cohort whole school data sets to inform teaching and learning. * Review and modify Literacy & ICT lead teacher role as per school need. | * + School and home immersion in reading strategies espoused in Daily 5 & Reading CAFÉ literacy model.   + Accepted whole school assessment schedule.   + Whole school data being shared and used to inform teaching planning, practise & assessment.   + Staff actively utilise data to inform planning and teaching for all students at their point of need. Differentiated curriculum, fluid groupings in class/across classes throughout the school.   + ICT vision, professional learning and hardware acquisition documented and completed for 2015. |
| Year 4 | * Undertake year of review. |  |
| **Student Engagement and Wellbeing**   * + Consolidate processes for goal setting and reflection among all students.   + Improving our students’ capacity to ‘Learn how to learn.’ * Maximise the use of emerging technologies and social media to increase opportunities for student learning beyond traditional classroom hours. | Year 1 | * Immerse specific lesson foci, success criteria and independent learning goals into daily classroom teaching and learning. * Guide students to monitor and describe progress in their learning and demonstrate learning habits that support their individual needs. * 1st of 2 year contract - Tom Barrett (NOTOSH educational consultant) to lead staff and school community in 21st C engagement and opportunities. * Employ Family Support & Engagement Officer funded through Federal Government welfare grant * Trial Sport and Music Specialist Program   incl expert instruction in golf, tennis, singing & instrumental – weekly lessons for senior students at school. | * + Staff complete audit of our current personal learning practice.   + IPS P-6 to undertake regular and ongoing reflection of successful learning behaviours, personal learning goals and achievements using a variety of media.   + 24/7 home-school learning and reflection strategies trialled through NOTOSH consultancy project. Eg classroom blogs, lesson snapshot podcasts through school website.   + Students and families receive point of need advice and support with focus on student and family wellbeing, as well as strategies for parents/carers to support the learning of their child/ren.   + Increased connectedness and confidence among students.   + Increased results with regard to ***Learning Confidence***, ***Engagement*** and ***Extra Curricular*** domains within both Parent & Student Opinion surveys |
| Year 2 | * Immerse specific lesson foci, success criteria and independent learning goals into daily classroom teaching and learning. * Guide students to monitor and describe progress in their learning and demonstrate learning habits that support their individual needs. * 2nd of two year contract -Tom Barrett (NOTOSH educational consultant) continues planning and implementation strategy in leading IPS staff and school community in 21st C engagement opportunities. * 2nd of two year funding for Family Support and Engagement Officer - students and families receiving point of need advice and support with focus on student and family wellbeing, as well as strategies for parents/carers to support the learning of their child/ren. * Continue Sport and Music Specialist Program - incl expert instruction in golf, tennis, singing & instrumental – weekly lessons for senior students at school. | * + IPS P-6 to undertake regular and ongoing reflection of successful learning behaviours, personal learning goals and achievements using a variety of media.   + Students and families receive point of need advice and support with focus on student and family wellbeing, as well as strategies for parents/carers to support the learning of their child/ren.   + 24/7 home-school learning and reflection strategies trialled through NOTOSH consultancy project. Eg classroom blogs, lesson snapshot podcasts through school website.   + Increased connectedness and confidence among students.      * Increased results with regard to ***Learning Confidence***, ***Engagement*** and ***Extra Curricular*** domains within both Parent & Student Opinion surveys. |
| Year 3 | * Continue to source and implement opportunities to enhance home-school learning opportunities 24/7 within our school community. * Reapply for continuation of DEEWR Welfare grant. * Expand Sport and Music Specialist Program - incl expert instruction in golf, tennis, singing & instrumental – weekly lessons for senior students at school. | * + IPS P-6 to undertake regular and ongoing reflection of successful learning behaviours, personal learning goals and achievements using a variety of media.   + Continuation/expansion of Family Support and Engagement Officer role &programs across IPS.   + Invermay PS students seeking to actively challenge themselves and represent their school in organised sporting and music competitions.   + Increased results with regard to ***Learning Confidence***, ***Engagement*** and ***Extra Curricular*** domains within both Parent & Student Opinion. |
| Year 4 | * + Undertake year of review. |  |
| **Student Pathways and Transitions**   |  | | --- | | * Continue to refine our transition processes and programs - into, across and out of our school - to ensure the transition process is a positive and worthwhile experience for all involved. * Identify opportunities for use of emerging technologies & social media - to better engage families and educational institutions both within and beyond our immediate school community. * Review year level and whole school milestone celebrations and events. | | Year 1 | * Maintain Kinder-Prep transition Coordinator role. * Audit and review existing transition processes and establish greater social and academic opportunities for snr students to link with secondary school of choice. * Evaluate and refine school celebratory milestones. * Trial student testing and Student-Parent-Teacher interview / goal setting and sharing end January for all students – as approved by School Council. | * School wide transition processes support continued growth in annual enrolments, as well as equip parents to best support their students learning throughout their schooling at IPS. |
| Year 2 | * Ongoing review and enhancement of transition processes into and out of IPS. * Evaluate and refine school celebratory milestones. * Continue student testing and Student-Parent-Teacher interview / goal setting and sharing end January for all students. | * School wide transition processes support continued growth in annual enrolments, as well as equip parents to best support their students learning throughout their schooling at IPS. |
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