School Strategic Plan 2024-2028

Invermay Primary School (0882)

Submitted for review by Justin Marshman (School Principal) on 25 July, 2024 at 04:25 PM
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 21 November, 2024 at 10:49 AM
Endorsed by Steve Coyle (School Council President) on 10 February, 2025 at 03:02 PM

School Strategic Plan - 2024-2028

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School vision	Our vision at IPS: 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.'
School values	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. 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 place value in recognising the success and achievement of others.
Context challenges	IPS teachers have participated in Literacy and Numeracy professional learning and researched a variety of Reading, Writing and Mathematics evidence–based instructional practices. Our school's Reading and Mathematics instructional models were revised, redrafted, trialled and implemented during 2022 & 2023. Professional Learning Community (PLC) inquiries support teachers to identify and implement instruction at students point of need. A synthetic phonics program has also implemented since 2020. Intervention programs were resourced and implemented to support students achieving below the expected level in Reading, Writing and Mathematics. These included the Tutor Learning Initiative (TLI). Individual education plans (IEPs) provide support for students not achieving at the expected level. The panel found that these actions enabled teachers to strengthen their teaching practice, and to implement a whole school approach to Reading and Mathematics instruction which provided explicit instruction to students. This was confirmed during classroom observations and staff feedback sessions. A challenge to achieving Learning Goal 1 during our 2020-24 Strategic Plan was periods of remote learning, which impacted on teachers' opportunities to engage in professional learning and mentoring to strengthen their instructional practice. A challenge to achieving Wellbeing Goal 2 were post pandemic impacts on attendance include extended family holidays, along with family hardship & transport issuesp for students residing beyond the school's neighbourhood area.

Intent, rationale and focus	Our 2024 school review panel recommends the following areas of focus be captured in the next SSP: • Literacy and Numeracy, with a focus on Writing instructional practices. • Strengthening differentiation of learning tasks. • A systematic approach to managing whole school assessment data and evidence. • Student voice, agency and leadership. • Attendance, in particular reducing the percentage of students with 20 or more days of absence. • Community engagement in learning, with a focus on parents and carers as partners.

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Goal 1	Improve all students' learning achievement and growth in Literacy and Numeracy.
Target 1.1	2028, increase the percentage of students achieving an Exceeding or Strong proficiency level in NAPLAN: Year 3 • Reading: 63% (2023) to 70% • Writing: 63% (2023) to 74% • Numeracy: 38% (2023) to 60% Year 5 • Reading: 78% (2023) to 80% • Writing: 56% (2023) to 70% • Numeracy: 33% (2023) to 60%
Target 1.2	By 2028, increase the three year average percentage of Foundation to Year 6 students achieving at or above the expected level according to teacher judgement measured against the Victorian Curriculum: Reading and Viewing: 79% (2021–23) to 82% (2026–28). Writing: 76% (2021–23) to 80% (2026–28). Number and Algebra: 86% (2021–23) to 90% (2026–28).
Target 1.3	By 2028, increase the percentage of Year 1–6 students making expected or above learning growth according to teacher judgement measured against the Victorian Curriculum:

	• Reading and Viewing: 71% (2023) to 75% • Writing: 60% (2023) to 65% • Number and Algebra: 63% (2023) to 70%
Target 1.4	By 2028, increase or maintain the percentage of positive endorsement for SSS factors: • Academic emphasis: 70% (2023) to 80% • Collective efficacy: 97% (2023) to 97% • Instructional leadership: 92% (2023) to 95%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement evidence–based instructional models that enable teachers to consistently use high impact teaching and learning practices.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.

pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Improve all students' engagement and wellbeing,
Target 2.1	By 2028, increase the percentage of Years 4–6 students positively endorsing AtoSS factors: Sense of connectedness: 86% (2023) to 90% Sense of confidence: 64% (2023) to 75% Student voice and agency: 51% (2023) to 65% Teacher concern: 70% (2023) to 80%
Target 2.2	By 2028, decrease the percentage of Foundation to Year 6 students with 20 or more days absence annually: • 46% (2023) to 35%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Create opportunities for students to have agency and influence in their learning.
Key Improvement Strategy 2.a	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement tiered and responsive approaches to support students' social and emotional wellbeing and inclusion.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	