


IVANHOE PRIMARY SCHOOL

No 2436

School Strategic Plan 2009 -2012



Endorsement by School Principal	SIGNED  NAME JOHN CLARK DATE November 11 th 2008
Endorsement by School Council	SIGNED NAME DAVID GREEN DATE November 11th 2008 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED NAME PATRICIA QUAN DATE November 14th 2008

School Profile

<p>Purpose</p>	<p>Ivanhoe Primary School believes in providing opportunities for all students to become life long learners and global citizens. The supportive school community is committed to empowering students to maximise their potential and take responsibility for their learning.</p>
<p>Values</p>	<p>Ivanhoe Primary School is committed to</p> <ul style="list-style-type: none"> • Providing an educational program that challenges, engages and inspires students • Developing high levels of competency in Literacy, Numeracy and Information, Communication and Technology • Preparing students to make a positive contribution as thinking participants in the global community • Providing a technology enriched environment to prepare children for the future • Fostering respect, empathy, tolerance and acceptance of others • Promoting student health and wellbeing • Building student resilience and self esteem • Providing opportunities for students to develop their artistic, creative, physical and technological talents • Creating a model of sustainable practices • Promoting a strong, supportive partnership between staff, students and the school community • Supporting staff members to deliver best teaching practice
<p>Environmental Context</p>	<p>Social: - Community and Demographics</p> <ul style="list-style-type: none"> • The Student Family Occupation (SFO) index is 0.133 • 17% are drawn from a Language Background Other Than English (LBOTE) • 15% of families receiving the Educational maintenance Allowance (EMA) • Strong demand for enrolment has led to the need for an enrolment ceiling of 525 students • High employment levels – increased need for Out of School Hours Care • Strong parent involvement in school programs and high parent expectations • High performing professional staff team reflecting all levels of experience and expertise

Educational:

- Teacher Professional Leave (TPL) has enabled staff teams to further develop educational practices within the school
- The school's Performance and Development Plan includes collegiate visits to enhance best teaching practice
- Intervention and enrichment program catering for students at either end of the learning spectrum
- Specialist programs in ICT, Music, Art, Physical Education, LOTE (Italian) and extra curricular programs in Instrumental music, chess, dance, drama
- Implementation of Victorian Essential Learning Standards (VELS)
- Student portfolios complement student report cards
- Cultural diversity provides a stimulating learning environment
- Sustainable Schools Program

Technological:

- Access to PC's at a ratio of 1:5
- Well equipped ICT / Multi media Centre with 15 networked PC's
- Two Interactive Televisions purchased in 2008 with plans to increase this number over the life of the Strategic Plan
- Digital projectors and digital cameras for classroom use

Environmental: - Grounds and Facilities

- 21 classrooms with 11 of these housed in relocatable buildings
- All rooms heated and most classrooms have air conditioning
- Classrooms well equipped but are not all conducive to cooperative group learning
- Reasonable size playground area but large grass areas affected by wet weather
- Areas of concern include adequacy of staff planning and resource space and limited storage space
- Well established, attractive gardens and suitable playground apparatus for year levels
- Size of multi purpose room restricts space required for extra curricular activities and programs

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student achievement across all VELS domains with a particular emphasis on English, Mathematics, and ICT.	<p>By 2011 In Literacy and Numeracy –</p> <p>To increase percentage of Year 3 students attaining VELS English Levels 3 and 4 from 81% (2007) to 90%</p> <p>To increase percentage of Year 5 students attaining VELS English Levels 4 and 5 from 63% (2007) to 85%</p> <p>To maintain 90% of Year 3 students attaining VELS Mathematics Levels 3 and 4</p> <p>To increase percentage of Year 5 students attaining VELS Mathematics Levels 4 and 5 from 85% (2007) to 90% (using the AIM/NAPLAN Number proportion of students by VELS level indicator reported in the School Level Report)</p> <p>ICT – To increase the combined percentage of at or above VELS levels in the ICT domain levels 2, 3 and 4 (using teacher judgement indicators and a specific % target set from a baseline established at the end of 2008).</p>	<ul style="list-style-type: none"> • Provide strong, clear leadership focused on high expectations for all students and incorporating an instructional improvement emphasis which encompasses intervention and enrichment programs for improving student learning • Continue with the development of the Ivanhoe Primary School curriculum and quality teaching that is aligned with VELS • Provide access to an increasing range of Information and Communication Technology (ICT) program

<p>Student Engagement and Wellbeing</p>	<p>To foster:</p> <ul style="list-style-type: none"> • student engagement and enjoyment of learning • each student’s social competencies, resilience and self-esteem. 	<ul style="list-style-type: none"> • Increase the Attitudes to School survey teacher effectiveness, teacher empathy, and stimulating learning scores from 4.32, 4.35 & 3.94 (2008) to 4.45, 4.48, and 4.15 respectively by 2011 • Reduce average absence rates from 11.2 (2007) to 10.5 days per student across years P--6 by 2010 	<ul style="list-style-type: none"> • Continue with a range of programs designed to engage students in their learning. • Review and enhance tactics to further increase attendance rates
<p>Student Pathways and Transitions</p>	<p>To ensure supportive, encouraging, and effective transition for incoming Prep, students moving to the next year level, and exiting Year 6 students.</p>	<ul style="list-style-type: none"> • To increase the rate of agreement responses by parents to the four transition items in the Parent Opinion Survey from 75% (2008) to an average of 90% through to 2011 • To maintain the proportion of parents reporting satisfaction with the pre-school to school transition and orientation program to be 95% or above by 2011. (School developed survey – Ivanhoe Primary achieved 100% satisfaction in 2007 - 2008). 	<ul style="list-style-type: none"> • Review transition programs to enhance student transfers into, within and out of the school.

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING</p> <p>Continue to provide strong, clear leadership focused on high expectations for all students and incorporating an instructional improvement emphasis</p> <p>Continue with the development of the Ivanhoe Primary School curriculum and quality teaching that is aligned with VELS</p>	Year 1	<ul style="list-style-type: none"> ▪ Review Intervention and Enrichment programs ▪ Implement Spelling Scope and Sequence Planner ▪ Update Mathematics Scope and Sequence Planner ▪ Establish teams for English, Mathematics, Integrated Curriculum and ICT ▪ Continue team approaches that emphasises improvement in teaching practice and student learning ▪ Continue use of EuP and other curriculum planning approaches ▪ Continue to develop Integrated Curriculum Scope and Sequence Planner ▪ Continue to integrate personal learning strategies with Numeracy and Literacy ▪ Review moderation processes across levels ▪ Explore innovative approaches to assessment and reporting to parents ▪ Implement e-learning action plan year one 	<ul style="list-style-type: none"> ▪ Intervention and Enrichment action plan developed and implemented ▪ Spelling Scope and Sequence Planner imbedded in classroom practice ▪ Mathematics Scope and Sequence Planner updated and imbedded in classroom practice ▪ Regular teams meeting as per meeting cycle ▪ Collegiate visits once a term to be documented in individual Performance and Development Plan ▪ Effective use of online planning documents ▪ Integrated Curriculum Scope Sequence Planner completed ▪ Teachers routinely including assessment pieces in student portfolios ▪ Professional dialogue within and across teams in semester one and semester two ▪ Trialling of digital portfolios ▪ Year one of e-learning plan implemented
<p>Provide access to an increasing range of Information and Communication Technology (ICT) programs</p>	Year 2	<ul style="list-style-type: none"> ▪ Continue Intervention and Enrichment programs as per action plan ▪ Continue teams for English, Mathematics, Integrated Curriculum and ICT ▪ Continue team approaches that emphasises improvement in teaching practice and student learning ▪ Review moderation processes across levels with particular attention to engaging boys in the classroom ▪ Continue innovative approaches to assessment and reporting to parents ▪ Implement e-learning action plan year two ▪ Review use of EuP planner 	<ul style="list-style-type: none"> ▪ Intervention and Enrichment programs imbedded in school program ▪ Regular teams meeting as per meeting cycle ▪ Collegiate visits, team planning days and ongoing staff PD ▪ Team planning documents reflect strategies to engage boys ▪ Continue to trial digital forms of assessment and reporting to parents ▪ Year two of e-learning plan implemented ▪ Decision made regarding use of EuP planner
	Year 3	<ul style="list-style-type: none"> ▪ Continue innovative approaches to assessment and reporting to parents ▪ Continue teams for English, Mathematics, Integrated Curriculum and ICT ▪ Continue team approaches that emphasises improvement in teaching practice and student learning ▪ Review Integrated Curriculum Scope and Sequence planner ▪ Implement e-learning action plan year three 	<ul style="list-style-type: none"> ▪ Digital portfolios format generated ▪ Regular teams meeting as per meeting cycle ▪ Collegiate visits, team planning days and staff PD undertaken each term ▪ Collegiate visits, team planning days and ongoing staff PD ▪ Integrated Curriculum Scope and Sequence planner updated ▪ Year three of e-learning plan implemented
	Year 4	<ul style="list-style-type: none"> ▪ Continue innovative approaches to assessment and reporting to parents ▪ Review team approaches that emphasises improvement in teaching practice and student learning ▪ Continue teams for English, Mathematics, Integrated Curriculum and ICT ▪ School Review process undertaken 	<ul style="list-style-type: none"> ▪ Digital portfolios used by all teachers ▪ Collegiate visits, team planning days and ongoing staff PD ▪ Regular teams meeting as per meeting cycle ▪ Completion of Student Learning review

<p>STUDENT ENGAGEMENT AND WELL BEING</p> <p>Continue with a range of programs designed to engage students in their learning</p> <p>Review and enhance tactics to further increase attendance rates</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Implement 'Go For Your Life' initiatives ▪ Investigate alternative programs for developing social skills and emotional resilience e.g. Habits of the Mind in grade 3-6 and PALS for grade Prep – 2 ▪ Review the student code of conduct and bullying policy, including cyber bullying ▪ Use Attitudes to School Survey results as a focus for discussion with all 5/6 students in general and in particular with boys ▪ Continue with modified 'You Can Do It' program ▪ Establish Sustainability team ▪ Continue with strategy of contacting parents whose child is absent for a period exceeding 10% of school days in any given term 	<ul style="list-style-type: none"> ▪ Accreditation as a 'Go for Your Life' School ▪ Action plan developed for implementation of alternative programs ▪ Updated student code of conduct and bullying policy, including cyber bullying ▪ Attitudes to School Survey variable scores for teacher effectiveness, teacher empathy and stimulating learning to rise to 4.35, 4.38 and 4.05 ▪ 'You Can Do It' program implemented ▪ Sustainability Plan implemented ▪ Average absence rates to be 10.9 in 2009
	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ Continue with 'Go for your Life' initiatives ▪ Trial alternative programs for developing social skills and emotional resilience ▪ Provide PD for strategies to engage boys within the class program and implement strategies ▪ Continue with modified 'You Can Do It' program ▪ Continue Sustainability team ▪ Continue with strategy of contacting parents whose child is absent for a period exceeding 10% of school days in any given term 	<ul style="list-style-type: none"> ▪ 'Go for your Life' initiatives implemented ▪ Social skills and emotional resilience programs trialled ▪ Attitudes to School Survey variable scores for teacher effectiveness, teacher empathy and stimulating learning to rise to 4.40, 4.43 and 4.10 ▪ 'You Can Do It' program implemented ▪ Regular teams meeting as per meeting cycle ▪ Average absence rates to be 10.5 in 2010
	<p>Year 3</p>	<ul style="list-style-type: none"> ▪ Continue with 'Go for your Life' initiatives ▪ Integrate alternative programs for developing social skills and emotional resilience into 'You Can Do It' scope and sequence planner ▪ Continue Sustainability team ▪ Continue to implement strategies to engage boys ▪ Continue with strategy of contacting parents whose child is absent for a period exceeding 10% of school days in any given term 	<ul style="list-style-type: none"> ▪ 'Go for your Life' initiatives implemented ▪ Updated 'You Can Do It' scope and sequence planner ▪ Regular teams meeting as per meeting cycle ▪ Attitudes to School Survey variable scores for teacher effectiveness, teacher empathy and stimulating learning to rise to 4.45, 4.48 and 4.15 ▪ Maintain Average absence rates of 10.5
	<p>Year 4</p>	<ul style="list-style-type: none"> ▪ Review 'Go for your Life' initiatives ▪ Continue social skills and emotional resilience programs ▪ Review strategies to engage boys ▪ Continue Sustainability team ▪ Review strategy of contacting parents whose child is absent for a period exceeding 10% of school days in any given term 	<ul style="list-style-type: none"> ▪ Documented 'Go For Your Life' practices ▪ Attitudes to School Survey variable scores for teacher effectiveness, teacher empathy and stimulating learning to be at or above 4.45, 4.48 and 4.15 respectively ▪ Regular teams meeting as per meeting cycle ▪ Maintain Average absence rates of 10.5

STUDENT PATHWAYS AND TRANSITIONS

Review transition programs to enhance student transfers into, within and out of the school.

Year 1	<ul style="list-style-type: none"> ▪ Implement K-P and Year 6-7 transition programs ▪ Implement transition strategies within the school for Level Two to Level Three ▪ Implement school survey for parents of preschool to year prep students 	<ul style="list-style-type: none"> ▪ Parent opinion survey responses to transition items to be 80% ▪ Transition program from Level two to level Three implemented ▪ Prep parent satisfaction with K-P transition program to be 95%
Year 2	<ul style="list-style-type: none"> ▪ Implement K-P and Year 6-7 transition programs ▪ Continue transition strategies within the school for Level Two to Level Three ▪ Implement transition strategies within the school for Three to Level Four ▪ Implement school survey for parents of preschool to year prep students 	<ul style="list-style-type: none"> ▪ Parent opinion survey responses to transition items to be 84% ▪ Transition program from Level Two to Level Three implemented ▪ Transition program from Level Three to Level Four implemented ▪ Prep parent satisfaction with K-P transition program to be 95%
Year 3	<ul style="list-style-type: none"> ▪ Implement K-P and Year 6-7 transition programs ▪ Develop handbook for transition practices within the school ▪ Survey parents and students regarding transition programs across levels within the school ▪ Implement school survey for parents of preschool to year prep students 	<ul style="list-style-type: none"> ▪ Parent opinion survey responses to transition items to be 87% ▪ Handbook published ▪ Parent and student satisfaction with transition programs across levels within the school to be 80% ▪ Prep parent satisfaction with K-P transition program to be 95%
Year 4	<ul style="list-style-type: none"> ▪ Implement K-P and Year 6-7 transition programs ▪ Review and update information on student's confidential file form ▪ Review transition programs across levels within the school ▪ Implement school survey for parents of preschool to year prep students 	<ul style="list-style-type: none"> ▪ Parent opinion survey responses to transition items to be at or above 90% ▪ Confidential file form updated ▪ Prep parent satisfaction with K-P transition program to be 95%