

Ivanhoe Primary School 2436 Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Mark Kent	26 April 2017	[name] [date]
School Council: Tracey Cox	[date]	[name] [date]
Delegate of the Secretary: Silvana Sena	[date]	[name] [date]
		[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Mission Statement:</p> <p>Ivanhoe Primary School provides a positive, vibrant and inspiring environment where students are valued and encouraged to succeed in becoming life-long learners.</p> <p>Vision Statement:</p> <p>Ivanhoe Primary School encourages the development of the whole student. Our aim is to support learners in becoming curious, reflective and critical in their thinking as global citizens.</p>	<p>Values:</p> <p>Confidence, Independence, Persistence, Resilience, Respect</p> <p>Objectives:</p> <p>To provide an educational program that develops students' curiosity and creativity.</p> <p>To develop responsible and engaged learners.</p> <p>To foster tolerance, respect and acceptance of others.</p> <p>To build each student's resilience and self-esteem.</p> <p>To provide a curriculum that is rich and relevant and allows all students to succeed.</p> <p>To promote a strong, supportive partnership between home and the school and the wider community.</p> <p>To have high expectations of ourselves and others.</p>	<p>Context and challenges:</p> <p>Ivanhoe Primary School has a growing enrolment on a small site. Currently 606 students occupy small classrooms and limited learning spaces.</p> <p>Ivanhoe Primary School believes in providing opportunities for all students to become lifelong 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>The school has maintained a focus on differentiation and feedback to maximize teacher capacity to address the needs of all learners across the different levels.</p> <p>Differentiated learning along with Reading Recovery for year one students and a variety of effective support programs caters for students at either end of the learning spectrum. The school has a firm commitment to providing opportunities for students to develop their artistic, physical and technological talents. The Curriculum incorporates the teaching of thinking skills and the innovative use of Digital Learning Technologies.</p> <p>Key Challenges are:</p> <p>Development of a whole school instructional model</p> <p>Effectively using data for driving planning and differentiating curriculum.</p> <p>Building trust and expertise using coaching in order to improve feedback to students to improve outcomes.</p>	<p>Intent, rationale and focus:</p> <p>While good performance patterns are evident in NAPLAN results some data outcomes highlighted speaking and listening and some areas of Mathematics as potential focuses for this SSP. As a result, goals to ensure students excel in English and Mathematics are included as well as to develop students who are resilient, curious and exhibit respectful behaviours reflective of the school values.</p> <p>The review also suggested that the new School Strategic Plan contain a goal to develop engaged, connected and empowered students who make positive contributions to the whole school community based on the rationale that if students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve.</p> <p>Likewise based on the rationale that children and young people with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes a goal is for all students to be resilient and display behaviours and attitudes that reflect the school values.</p> <p>Ultimately strategies that build school and teacher capacity to undertake whole school approaches to enhance students' resilience, optimism, confidence, and social and emotional skills based on the school values will enable this.</p>



Four-year goals (for improving student achievement)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
All students to be literate, numerate and curious learners.	Excellence in teaching and learning Building practice excellence Evaluating impact on learning Curriculum planning and assessment	Develop and embed a whole school instructional model, designed to move each student to the next point on the appropriate learning continuum, and incorporating effective evidence-based instructional practices that work, in every classroom.	Year 3 <ul style="list-style-type: none"> By 2020 90% of Year3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Reading. By 2020 90% of Year3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Writing. By 2020 85% of Year3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Numeracy.
Build a consistent instructional practice in Literacy and Numeracy of every teacher.		Implement the fundamental components of Curiosity and Powerful Learning model.	Year 5 <ul style="list-style-type: none"> By 2020 85% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Reading. By 2020 85% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Writing. By 2020 85% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Numeracy.
		Build and monitor a whole school approach to Professional Learning Teams (PLTs) and Professional Learning Community (PLC).	<ul style="list-style-type: none"> Strategic and Professional Learning teams will use data to inform teaching practice and identify areas of focus Use of data to improve student outcomes will be clearly evident in PLTs and PLCs. A culture of coaching is embedded in school practice
		Build teachers knowledge and skill in using data to plan and teach for student growth in Literacy and Numeracy, with an emphasis on higher achieving students.	<ul style="list-style-type: none"> Increase the percentage of students achieving above standard in Speaking and Listening by 10% Decreasing variance between teacher judgement and NAPLAN data
Four-year goals (for improving engagement)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
All students to be engaged, connected and make positive contributions to the development of the whole school community.	Positive Climate for Learning Setting expectations and promoting inclusion Empowering students and building school pride	Provide opportunities for all students to build their leadership capabilities.	<ul style="list-style-type: none"> To achieve Student Relationships factor mean scores at levels similar to or better than the state median scores.
Empower students through approaches that provide them with a greater voice in decisions that affect their school experience.		Develop a whole school focus on student engagement and voice in learning.	<ul style="list-style-type: none"> To achieve the student Attitudes to School Survey connectedness measures above the state median score.
Four-year goals (for improving wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
All students to be resilient and display behaviours and attitudes that reflect the school values.	Positive Climate for Learning Setting expectations and promoting inclusion Building practice Excellence	Build school and teacher capacity to undertake whole school approaches to enhance students' resilience, optimism, confidence, and social and emotional skills based on the school values.	<ul style="list-style-type: none"> School values are embedded in school policies and practices. Development of a student code of conduct by students. To achieve the student Attitudes to School Survey morale measures above the state median score. To achieve the student Attitudes to School Survey distress measures above the state median score.
Ensuring students have the tools, skills and modelling to enable them to develop positive and self-regulating behaviours		Reviewing of the transition program to ensure students are academically and emotionally prepared for the next stage of their schooling	Provide professional learning opportunities for teachers to build their understanding of positive classroom behaviour.

