

Inverloch/Kongwak Strategic Plan 2016-2019



Endorsement Principal: Wendy Caple Feb 2016 School council: Mick Hughes Roman Schmidt Delegate of the Secretary: Jane Mersey	Re-Endorsement (if a Goal, KIS or Target is changed)[name].....[date][name].....[date][name].....[date]	Re-endorsement (if a Goal, KIS or Target is changed)[name].....[date][name].....[date][name].....[date]
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School vision	School values	Context and challenges	Intent, rationale and focus
To enable all students to achieve their full potential and to develop into confident, well-rounded citizens.	School Motto - "We give our best to be our best" Values – underpinned by the You Can Do it! Program and developed into a local school context known as "Riding the Waves of Success" incorporating Getting Along, Persistence, Organisation, Confidence and Emotional Resilience.	School based absences during school terms due to parent approved family holidays Turn-over of staff Changes to the AusVELS, Victorian Curriculum	We are still not meeting the needs of our high achieving students. We need to achieve consistency in the language used across the school around teaching and learning. This will assist with micro transitions and ensure all staff are on the same page. We are prioritising English, and in particular, reading and writing.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Achievement: To improve learning outcomes in English and Mathematics for all students by embedding a differentiated approach to student learning across the school.	Building Practice Excellence Focused on Student outcomes: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs Curriculum Planning and assessment. Evidence based and data driven to guide improvement and measure impact: Teachers use assessment data to plan for teaching and learning across the school.	Develop teachers' data literacy to inform planning for point of need teaching and to monitor student learning growth through the use of rigorous and planned assessment and moderation processes.	Percentage of students in the top three bands in NAPLAN to be better than the State mean across all five areas.
		Develop an understanding and culture of high expectations for staff and students.	Students to achieve at least one year's growth for one year of school as measured by Teacher Judgements against the Victorian Curriculum or two years' growth as measured by NAPLAN.
		Review and further develop the curriculum to ensure the school is working with a documented, guaranteed and viable curriculum with an understood scope and sequence that guides effective individual teacher and team planning.	
		Develop the skills of all within the school – students, teachers, Education Support staff, leadership – to give and receive timely feedback, specifically aimed at improving outcomes.	
Engagement: To implement a whole school pedagogical approach that is inclusive of student voice through a personalised learning program.	Empowering students and building school pride. Teachers will have a deep understanding of each student's learning and use this to help them develop challenging goals. Setting expectations and promoting inclusion. Students set learning goals and monitor and assess their progress with support from their teacher. Aspirational goals are discussed and developed for all students.	Learning intentions and success criteria to be clearly displayed in all classrooms. Students to be involved in setting their own goals and assisting in determining the learning intentions.	The indicator for "School Connectedness" on the Student Attitudes to School survey to be consistently at or above the State mean. The indicator for "Stimulating Learning" and "Learning Confidence" on the Student Attitudes to School survey to improve to reach the third quartile.
Wellbeing: To reduce students' average number of days absent, to no more than 14 days.	Networks with schools services and agencies The school will collaborate with partners to create a networked learning community where specific needs can be met through shared facilities, expertise and knowledge of all. We will identify and address specific needs, enrich student learning opportunities, address issues of disadvantage and inclusion, facilitate successful transitions and promote student and staff health and well-being.	Continue to engage with parents in shared understandings of the importance of regular school attendance to student learning.	The indicator for "Student Safety" on the Student Attitudes to School survey to improve to reach the third quartile or better.
To continue to implement and consolidate the KidsMatter initiative across the school.		Continue to build the capacity of students to be socially responsible and respectful in all of their relationships. Utilising the Respectful Relationships resources and documenting a whole school scope and sequence.	The indicator for "Connectedness to School" on the Parent Opinion survey to be in the 3 rd quartile.
To further develop open and clear lines of communication between all levels of staff.		Continue to improve communication between all stakeholders in the school – students, staff, parents and the community. Review current school structures to ensure consistent and timely communication across both campuses.	The indicators in the "School Climate" section of the School Staff survey for Guaranteed and Viable Curriculum, Teacher Collaboration and feedback to reach the "All Primary Schools" mean by 2019.
To ensure that the school continues to provide positive and supportive transitions into, through and beyond the school. Kinder/Prep, 2/3, 4/5, 6/7.		Review and improve the current transitions program with a particular focus on students arriving after the start of the year and post Foundation year. Develop a transition policy for all transitions into, through and beyond the school.	The indicator for "Transitions" on the Parent Opinion survey to reach the 3 rd quartile or better by 2019.

