

School Strategic Plan 2023-2027

Inverloch Primary School (2776)



Submitted for review by Brett Smith (School Principal) on 05 September, 2023 at 08:38 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 06 September, 2023 at 12:17 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

Inverloch Primary School (2776)

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| <p>School vision</p> | <p>VISION All students achieve their full-potential and to develop into confident, well-rounded citizens.</p> <p>MISSION Inverloch and Kongwak Primary School's mission is to provide a high quality education for its students in a safe, respectful, inclusive and engaging learning and wellbeing environment.</p> <p>OBJECTIVE Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our new School Strategic Plan (SSP).</p> <ul style="list-style-type: none"> • To increase student learning growth in English and Mathematics for all students with a particular focus on numeracy. • Empower all students to be active learners. • Increase the personal and social capabilities of every student. <p>We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.</p> <ul style="list-style-type: none"> • In 2023 we will continue to focus on student learning and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| <p>School values</p> | <p>VALUES The school's vision is for all students to achieve their full potential and to develop into confident, well-rounded citizens. Inverloch and Kongwak Primary School values are Be Respectful, Be Safe, Be an Active Learner and these underpin our Schoolwide Positive Behaviour Support. The school also values the learning qualities of Persistence, Resilience, Organisation, Confidence and Getting Along.</p> |
| <p>Context challenges</p> | <p>Community re-engagement The school is working diligently to re engage the parent/carer community after home schooling and exclusion from the learning environment. Our current successful strategy is engaging parent/carers through student expos, activities, presentations. The Great Fete is also an vehicle to re engage parents/carers by providing various levels of engagement.</p> <p>Student Wellbeing Anxiety, school refusal, separation anxiety and low conflict resolutions have emerged as wellbeing issues. The Wellbeing Officer and Tier 2 Coordinator have coordinated and provided support to students and families This support will need to continue with a whole school focus using the Tiered approach.</p> |

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| | <p>Leadership It was felt that the leadership structure was too top down. This model has proved effective in achieving much needed continuity and consistency. It is now time to evolve the leadership structure by incorporating distributive leadership against a purposeful background and purpose.</p> <p>Student Motivation Our Attitudes to School Survey data has continued to decline so instead of just resourcing connections and activities, we are placing more emphasis on developing a more potetntiating evironment through our SEL and Values work. The provsion and purpose of various programs are more explicitly framed back against our school values whcih gives them purpose and connection to intent.</p> |
| <p>Intent, rationale and focus</p> | <p>Our school is trying to achieve a learning and wellbeing culture where students reach their potential by being more self motivated and responsible for their learning and wellbeing. We aim to resource this through teacher development, curriculum, staffing, assessments and student voice and agency.</p> <p>We believe by developing such a culture the students will have greater agancy in achieving higher in their learning and wellbeing which will help them presently in class and later in experiences and opportunities that come their way.</p> <p>Student learning disposition through student voice and agency will be the prioritiy area.</p> <p>The Leadership Team have involved greater teacher voice and agency in the development of the Key Implementation Strategies and Actions. This includes the development, the scoping and the prioritising of the Actions.</p> |

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| Goal 1 | To increase student learning growth in English and Mathematics for all students with a particular focus on numeracy. |
| Target 1.1 | NAPLAN target for student achievement against proficiency standards by 2027 to be confirmed |
| Target 1.2 | NAPLAN target for student learning growth by 2027 to be confirmed |
| Target 1.3 | <p>Increase the percentage of Year F-6 students achieving above the age expected in the Victorian Curriculum Level:</p> <ul style="list-style-type: none">• Reading and viewing from 42% in 2022 to 45% in 2027• Writing from 20% in 2022 to 30% in 2027• Number and algebra from 29% in 2022 to 40% in 2027 |
| Target 1.4 | <p>Increase the percentage of Year 1-6 students making at or above expected growth in the Victorian Curriculum Level:</p> <ul style="list-style-type: none">• Reading and viewing from 89% in 2022 to 95% in 2027• Writing from 84% in 2022 to 90% in 2027• Number and algebra from 90% in 2022 to 95% in 2027 <p>(NB: based on Semester 2 to Semester 2 data)</p> |

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| Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Further develop and implement a leadership model to lead change in teaching and learning. |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher capacity in whole school, consistent, evidence-based instructional practice. |
| Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Embed teacher capacity to record, interpret, monitor and respond to relevant data |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | |
| Goal 2 | Empower all students to be active learners. |
| Target 2.1 | Increase the percentage of Year 4-6 students responding positively to the Attitudes to School Survey factors: <ul style="list-style-type: none"> • Student voice and agency from 51% in 2022 to 65% in 2027 • Self-regulation and goal setting from 71% in 2022 to 85% in 2027 |

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| | <ul style="list-style-type: none"> • Effort from 66% in 2022 to 75% in 2027 |
| Target 2.2 | <p>Increase the percentage of teachers positively responding to the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 45% in 2022 to 65% in 2027. • Use student feedback to improve practice from 57% in 2022 to 69% in 2027 |
| <p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> | Further develop and implement a leadership model to lead change in teaching and learning |
| <p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | Develop a whole school approach to reciprocal feedback and the connection to teaching and learning. |
| <p>Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | Embed assessment practices to promote feedback, differentiation, responsive teaching and student agency for improvement. |
| <p>Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to</p> | Embed the instructional model, with emphasis on the HITS (metacognitive strategies, feedback and differentiated teaching) and opportunities for student voice and agency in co-designing learning. |

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| strengthen students' participation and engagement in school | |
| Key Improvement Strategy 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | |
| Goal 3 | Increase the personal and social capabilities of every student. |
| Target 3.1 | Increase the percentage of Year 4-6 students responding positively to the Attitudes to School Survey factors: <ul style="list-style-type: none"> • Student voice and agency from 51% in 2022 to 65% in 2027 • Self-regulation and goal setting from 71% in 2022 to 85% in 2027 • Emotional awareness and regulation 69% to 75% in 2027 • Sense of Connectedness 62% to 75% in 2027 |
| Target 3.2 | School level targets develop based on SWPBS data |
| Key Improvement Strategy 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Further develop and implement a leadership model to lead change in wellbeing. |
| Key Improvement Strategy 3.b | Refine and embed a whole school tiered approach to wellbeing incorporating the existing wellbeing initiatives, programs and practices and the High Impact Wellbeing Strategies. |

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| <p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | |
| <p>Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Refine and embed procedures, protocols and systems for students' engagement and mental health including at risk and students who require reasonable adjustments.</p> |