

School Strategic Plan 2020-2024

Ivanhoe Primary School (2436)



Submitted for review by Mark Kent (School Principal) on 04 June, 2021 at 02:19 PM

Endorsed by Stewart Milner (Senior Education Improvement Leader) on 10 June, 2021 at 12:59 PM

Endorsed by Kerri Fuller (School Council President) on 11 June, 2021 at 08:23 AM

School Strategic Plan - 2020-2024

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<p>School vision</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>School values</p>	<p>Ivanhoe Primary School's values are Confidence, Independence, Persistence, Resilience, Respect. These were developed with staff, students and community and are embedded in all school practices.</p>
<p>Context challenges</p>	<p>The School Review Report highlighted three main challenges facing Ivanhoe Primary School going forward into the next four year strategic planning period. These were:</p> <ol style="list-style-type: none"> 1. While acknowledging the work undertaken during the SSP period to develop the instructional model, the Panel agreed that it was subject to ongoing development. 2. A potential barrier was identified in the teacher element of the instructional core. Changes in staff personnel was and will continue to be a challenge in maintaining knowledge levels across the school. 3. The student element of the instructional core also presented some barriers. Student views and feedback about their learning was sought, but not consistently occurring in the area of curriculum content, assessment and instruction/learning.
<p>Intent, rationale and focus</p>	<p>Key directions for the term of this School Strategic Plan (as recommended by the PRSE and subsequent review) :</p> <ul style="list-style-type: none"> - maximising each student's learning growth in literacy and numeracy - students who <ul style="list-style-type: none"> o are empowered, engaged, inquiring, creative, critical thinkers o display and uphold behaviours and attitudes that reflect the school's values. - within the framework of the school's Instructional Model (IM) <ul style="list-style-type: none"> o embedding the Professional Learning Community and peer feedback programs o articulating an active role for students in each stage of the IM o use of the Metacognitive Strategies High Impact Teaching Strategy o establishing, a school wide approach to delivery of the Victorian Curriculum critical and creative thinking capability o intervention and extension support for students performing below or above expected levels

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| | <ul style="list-style-type: none">- enhancing the school student leadership program- embedding the whole school approach to student social and emotional learning, wellbeing and behaviour- continuing to actively engage parents and school community in supporting children's learning and wellbeing. |
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Goal 1	To maximise each student's learning growth in literacy and numeracy.
Target 1.1	By 2024, the percentage of Year 5 students assessed in the top two NAPLAN Bands will increase: <ul style="list-style-type: none">• in Reading from a 2017-19 average of 60 per cent to a 2021-24 average of 66 per cent• in Writing from a 2017-19 average of 28 per cent to a 2021-24 average of 33 per cent• in Numeracy from a 2017-19 average of 56 per cent to a 2021-24 average of 59 per cent
Target 1.2	By 2024, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase: <ul style="list-style-type: none">• in Reading from a 2017-19 average of 30 per cent to a 2021-24 average of 33 per cent• in Writing from a 2017-19 average of 30 per cent to a 2021-24 average of 33 per cent• in Numeracy from a 2017-19 average of 37 per cent to a 2021-24 average of 40 per cent
Target 1.3	By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will increase: <ul style="list-style-type: none">• in the English Language Reading and Viewing Mode from 46 per cent in 2019 to 50 per cent• in the English Language Writing Mode from 28 per cent in 2019 to 35 per cent• in the English Language Speaking and Listening Mode from 28 per cent in 2019 to 35 per cent• the Mathematics Number and Algebra Strand from 43 per cent in 2019 to 48 per cent

Key Improvement Strategy 1.a Building practice excellence	Support improvement in teaching practice and student outcomes through embedding the Professional Learning Community and peer feedback programs within the Instructional Model.
Key Improvement Strategy 1.b Instructional and shared leadership	Continue to build instructional leadership capacity across the school to embed the Instructional Model.
Key Improvement Strategy 1.c Empowering students and building school pride	Articulate and implement an active role for students in each stage of the Instructional Model.
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Continue to provide intervention and extension support to students performing below or above expected levels.
Goal 2	To create empowered and engaged students who are inquiring, creative, critical thinkers.
Target 2.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Learning confidence factor from 83 per cent in 2019 to at or above 90 per cent ○ Self-regulation and goal setting factor from 87 per cent in 2019 to at or above 90 per cent ○ Motivation and interest factor, I am learning things that really interest me item from 70 per cent in 2019 to at or above 80 per cent • in the Social engagement domain <ul style="list-style-type: none"> ○ Student voice and agency factor from 72 per cent in 2019 to at or above 80 per cent

Target 2.2	<p>By the end of term 2, 2022, all students will be assessed against the Victorian Curriculum (VC) Levels F-10 in Critical and Creative Thinking in order to set benchmark data.</p> <p>By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Critical and Creative Thinking achievement standards will increase from the benchmark at end Term 4 2021 by 20 per cent.</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	<p>Establish, implement and monitor a consistent school wide approach to delivery of the Victorian Curriculum critical and creative thinking capability.</p>
Key Improvement Strategy 2.b Empowering students and building school pride	<p>Enhance and expand the school student leadership program.</p>
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	<p>Build teacher capacity to use the Metacognitive Strategies High Impact Teaching Strategy within the school instructional model (Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn)—linked to KIS 1c and 2a</p>
Goal 3	<p>All students to display and uphold behaviours and attitudes that reflect the school values.</p>
Target 3.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Teacher-Student Relations domain <ul style="list-style-type: none"> ○ Teacher concern—from 77 per cent in 2019 to 90 per cent ○ Effort—from 83 per cent in 2019 to 90 per cent • In the Learner Characteristics and Dispositions domain <ul style="list-style-type: none"> ○ Resilience—from 84 per cent in 2019 to 90 per cent • Student safety domain <ul style="list-style-type: none"> ○ Respect for diversity—from 80 per cent in 2019 to 90 per cent

	<ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement domain <ul style="list-style-type: none"> ○ Classroom Behaviour, Students at this school treat each other with respect item—from 77 per cent in 2019 to 90 per cent • Social engagement domain <ul style="list-style-type: none"> ○ School Connectedness (Sense of belonging)—from 87 per cent in 2019 to 90 per cent
Target 3.2	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:</p> <ul style="list-style-type: none"> • in the Student Development domain <ul style="list-style-type: none"> ○ Confidence and resiliency skills factor from 83 per cent in 2019 to at or above 90 per cent.
Target 3.3	<p>By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Personal and Social Capability achievement standards will increase from the benchmark at end Term 2 2023 by 20 per cent.</p>
Key Improvement Strategy 3.a Health and wellbeing	Embed the whole school approach to student wellbeing and behaviour.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Further develop a consistent whole school approach to student social and emotional learning (including alignment with the Victorian Curriculum Personal and Social Capability).
Key Improvement Strategy 3.c	Continue to actively engage parents and the school community in supporting children’s learning and wellbeing.

Building communities