

# School Strategic Plan 2020-2024

Inverleigh Primary School (1147)



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<b>School vision</b>	<p>Inverleigh Primary School's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.</p> <p>Our school vision states:</p> <p>Inverleigh Primary School community provides a safe and equitable environment, where individual students are supported and nurtured in their intellectual, emotional, social and physical development. By promoting the values of honesty, self-discipline and responsibility we endeavour to create independent learners for life. We value the role parents play as partners in the education of the students and the whole community is encouraged to interact positively.</p>
<b>School values</b>	<p>Inverleigh Primary School's values are honesty, self-discipline and responsibility.</p> <p>We conduct ourselves and communicate in an open and honest manner within our school community.</p> <p>We demonstrate and encourage self-discipline and strive for excellence in our learning and behaviour.</p> <p>We model and actively encourage students to demonstrate responsibility in regards to their learning and social interactions.</p>
<b>Context challenges</b>	<p>Students of Inverleigh Primary School have typically performed well academically. This is reflected in our outstanding NAPLAN results over the previous School Strategic Plan period, and is validated by teacher judgements consistent with NAPLAN results. One of the focus areas of the previous School Strategic Plan was to improve student learning outcomes in Numeracy. A team of teachers attended a Bastow Leading Maths course in 2017, and provided ongoing professional learning to all staff members during staff meetings. These actions enabled staff to work collaboratively to create whole school planning documents for Mathematics, and strengthened their teaching practice of Mathematics. We are especially pleased with the decrease in the number of students in the lower bands of NAPLAN Numeracy. A continuing challenge for our teaching staff is to pinpoint the specific needs of students who are performing in the middle and top NAPLAN bands to ensure their continued learning growth is improved.</p> <p>There is a strong culture of excellence at Inverleigh Primary School. This is evident in the expectations for student learning and behaviour. Because of the positive culture that exists, the need to develop a specific school-wide positive behaviour program has not been explored. However, the review panel found that this was actually a barrier to achieving the goal to develop our students as resilient, resourceful, reflective and reciprocal learners. The strong reliance on teachers to promote these learning dispositions in the classroom and develop their own programs that enhance teacher/student relationships without opportunities for formal training school-wide was seen as a barrier to students developing the desired dispositions.</p> <p>The panel developed two terms of reference questions for the review process.</p> <p>Focus question 1: To what extent are students empowered in their learning? This question centered around student voice, agency and leadership. The panel determined that while student voice was in place, student agency in learning was not evident to the same</p>

	<p>extent. This determination was based on discussion and observations during fieldwork. This will be an area of focus for our new School Strategic Plan.</p> <p>Focus question 2: What factors contribute to the success of Inverleigh primary School having an embedded culture of excellence?The panel found that the school had worked hard to create a safe, orderly and respectful environment where high expectations and agreed protocols were consistently applied to all members of the school community. As such, the panel agreed that there was evidence of a culture of excellence.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Inverleigh Primary School is a highly regarded school in terms of academic achievement and will aim to continue to improve in this area with a particular focus on Numeracy. Inverleigh Primary School has typically been a very stable community with staff continuity and longevity of leadership. This has contributed greatly to the embedded culture of excellence. Stemming from the school review process, there will be an opportunity to revisit the school values and identify the attributes of the positive school climate. Community input will strengthen this process as we work together to create a shared vision to maintain the high standards and existing culture of excellence. Revisiting school values will also provide the thread for increasing student voice and agency throughout the school. Inverleigh Primary School staff will be supported in their shared leadership roles as we continue to implement Professional Learning Communities (PLC's). The Framework for Improving Student Outcomes (FISO) will guide the PLC process. Staff will continue to collaboratively plan and develop assessments. The use of the SPA Platform for data storage has been implemented school wide. Increasing staff capacity in utilising the features of the SPA Platform for data analysis will be ongoing. The PLC process will be used to develop effective data analysis and collaborative conversations around improved student learning outcomes and the impact of teaching strategies on student learning. The peer observation model, driven by the implementation of the High Impact Teaching Strategies will continue to provide opportunities for staff to refine and improve their teaching practice and evaluate the impact on student learning. Implementation of the HITs, along with student engagement strategies will also contribute to the development of inquiring, creative, critical thinking and resilient students.</p> <p>Professional learning will be provided around student voice, agency and leadership to increase teachers' capacity to facilitate and embed these attributes into their teaching practices.</p> <p>Further development of the agreed instructional model will also enhance the teaching and learning at Inverleigh Primary School and increase student voice and agency in learning.</p> <p>The recent introduction of the Respectful Relationships program and its continued implementation, will assist in providing consistent approaches and behaviours school-wide, which will enhance the development of the desired student dispositions.</p>

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<b>Goal 1</b>	To improve students' learning growth outcomes in Literacy and Numeracy with a specific focus on Numeracy.
<b>Target 1.1</b>	By 2024, the percentage of Years 3 to 5 students achieving above benchmark growth in NAPLAN Numeracy will increase from 20% (between 2017 to 2019) to 25% (between 2021 to 2023).
<b>Target 1.2</b>	By 2024, the percentage of Prep to Year 6 students achieving above the age expected level in Teacher Judgements Mathematics will increase from 42% (between 2017 to 2019) to 46% (between 2021 to 2023).
<b>Target 1.3</b>	By 2024, the percentage of Years 3 to 5 students achieving above benchmark growth in NAPLAN Reading will increase from 33% (between 2017 to 2019) to 37% (between 2021 to 2023).
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build staff capacity to effectively deliver a high quality mathematics program across all year levels.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Strengthen teacher capacity to analyse data to identify and effectively measure learning achievement and growth.
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Strengthen the capacity of teachers to evaluate the impact on learning through peer observation and feedback.

<b>Key Improvement Strategy 1.d</b> Instructional and shared leadership	Strengthen the culture of shared leadership across the school
<b>Goal 2</b>	To develop inquiring, creative, critical thinking and resilient learners.
<b>Target 2.1</b>	By 2024, increase the positive endorsement of the following factors in the Student Attitudes to School Survey Years 4 to 6: <ul style="list-style-type: none"> <li>• Stimulated Learning from 69% in 2019 to 75%</li> <li>• Student Voice and Agency from 51% in 2019 to 60%</li> <li>• Motivation and Interest from 69% in 2019 to 75%.</li> </ul>
<b>Target 2.2</b>	By 2024, increase the positive endorsement of the following factors in the School Staff Survey: <ul style="list-style-type: none"> <li>• Guaranteed and Viable Curriculum from 84% in 2019 to 88%</li> <li>• Academic Emphasis from 82% in 2019 to 85%</li> <li>• Teacher Collaboration from 82% in 2019 to 85%</li> </ul>
<b>Target 2.3</b>	By 2024, increase the positive endorsement of the following factors in the Parent Opinion Survey: <ul style="list-style-type: none"> <li>• Stimulating Learning Environment from 73% in 2019 to 80%</li> <li>• Confidence and Resilience Skills from 77% in 2019 to 84%</li> <li>• Effective Teaching from 79% in 2019 to 85%</li> </ul>
<b>Key Improvement Strategy 2.a</b>	Improve student voice and agency across the school

Empowering students and building school pride	
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	Continue to strengthen the school culture of high expectations for all learners.
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	To fully implement the Respectful Relationships program.