

# School Strategic Plan 2024-2028

Inverleigh Primary School (1147)



Submitted for review by Samuel Irwin (School Principal) on 25 November, 2024 at 07:23 AM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2024-2028

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<b>School vision</b>	<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.</p> <p>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: We strive, we are kind, we belong. We strive for excellence, which means trying our hardest and doing our best. We persist with challenges and demonstrate resilience and courage. We accept responsibility for our learning and our actions. We model and demonstrate kindness. We are respectful and inclusive of others. We respect ourselves, our teachers and the environment.</p>
<b>Context challenges</b>	<p>The school is currently experiencing a changing staffing profile. This has resulted in the need to revisit curriculum documentation and school processes to ensure practices are consistently embedded across the school. Students at this school are well supported by families and generally come to school quite 'school-ready' There is an increasing profile of students with adjustments recorded on the NCCD census.</p>
<b>Intent, rationale and focus</b>	<p>The school has had consistently high academic performance outcomes and moving forward staff are striving to maintain this. Strong processes in wellbeing (for example SWPBS implementation) and strong teaching and learning practices (such as Instructional Models) will seek to ensure there is a continued focus on the school having a calm and orderly environment and rigorous classroom learning.</p>

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<b>Goal 1</b>	To improve student learning outcomes in Literacy and Numeracy with a specific focus on Numeracy.
<b>Target 1.1</b>	<p>By 2028, maintain the percentage of students achieving Exceeding or Strong in NAPLAN Proficiency:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading (75% in 2024)</li> <li>• Year 5 Reading (90% in 2024)</li> </ul> <p>* Preliminary data to be confirmed</p> <ul style="list-style-type: none"> <li>• Year 3 Writing (96% in 2023)</li> <li>• Year 5 Writing (84% in 2023)</li> </ul> <p>*2024 data to be used as baseline when available</p> <ul style="list-style-type: none"> <li>• Year 3 Numeracy (75% in 2024)</li> <li>• Year 5 Numeracy (65% in 2024)</li> <li>• Preliminary data to be confirmed</li> </ul> <p><i>Targets to be confirmed by principal and SEIL.</i></p>
<b>Target 1.2</b>	<p>By 2027-28, the percentage of students achieving At &amp; Above Expected Growth in Teacher Judgment, Year 1 to Year 6, will be maintained or increase for:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing from 70% (2022-2023) to 75%</li> <li>• Writing to be maintained 78% (2022-2023)</li> <li>• Number &amp; Algebra maintained 80% (2022-2023 using Timeline Growth data)</li> </ul>

<b>Target 1.3</b>	<p>By 2028, increase the percentage of positive responses in the School Staff Survey in the factors:</p> <ul style="list-style-type: none"> <li>• Instructional Leadership from 56% in 2023 to 80%</li> <li>• Teacher collaboration from 53% in 2023 to 70%</li> </ul>
<b>Key Improvement Strategy 1.a</b> 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>Strengthen the instructional leadership approach to learning and wellbeing.</p>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 1.b</b> 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>Embed a culture of leadership, professional learning and collaboration.</p>

<p><b>Key Improvement Strategy 1.c</b> 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>	<p>Document and embed an agreed Instructional model for literacy and numeracy.</p>
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.d</b> 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>	<p>Build staff knowledge and capacity to plan and provide universal adjustments and challenge and extension.</p>
<p><b>Key Improvement Strategy 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.d</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on</p>	

student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Goal 2</b>	To optimise wellbeing and engagement for all students.
<b>Target 2.1</b>	<p>By 2028, maintain the percentage of positive student responses in the Attitudes to Schools Survey, Years 4-6, for the factors of:</p> <ul style="list-style-type: none"> <li>• Stimulating Learning at or above 90% (2023)</li> <li>• Differentiated Learning Challenge at or above 91% (2023)</li> <li>• Sense of confidence at or above 89% (2023)</li> <li>• Motivation &amp; interest at or above 90% (2023)</li> <li>• Sense of connectedness at or above 91% (2023).</li> </ul>
<b>Target 2.2</b>	<p>By 2028, increase the percentage of positive responses in School Staff Survey in the factor:</p> <ul style="list-style-type: none"> <li>• Guaranteed and Viable Curriculum from 66% (2023) to 80%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high	Strengthen school policies and practices that promote engagement, inclusion, positive behaviour and a safe environment.

expectations; and a positive, safe and orderly learning environment	
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</b> 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	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

<p><b>Key Improvement Strategy 2.c</b> 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>	<p>Build staff capability to implement a responsive and inspirational curriculum that engages all learners.</p>
<p><b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	