



School Strategic Plan for Ivanhoe East Primary School No 4386

Strategic Plan 2016 - 2019

Endorsements

Endorsement by School Principal	Signed <i>Justine Mackey</i> Name <u>Justine Mackey</u> Date <u>22/6/16</u>
Endorsement by School Council	Signed <i>B. Richards</i> Name <u>BRAD RICHARDS</u> Date <u>22/6/16</u> School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed <i>Silvana Sena</i> Name <u>SILVANA SENA</u> Date <u>22/06/16</u>

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile - IVANHOE EAST PRIMARY SCHOOL

Purpose IEPS provides a safe, inspirational and challenging educational environment that encourages each student to strive to achieve their potential and look confidently to the future as articulate, curious and responsible, lifelong learners.	
Vision IEPS is, and will continue to be an exemplar of public education supported by an informed, connected and positive community. It will continue to be a vibrant learning environment that nurtures partnerships and diversity, originality, reinforces shared community values and strives for excellence in all endeavours.	
Values	<p>The agreed key values which underpin the relationships and interactions within this community are:</p> <p>Learning – developing and seeking knowledge, skills, resilience, understandings and values with effort and persistence</p> <p>Caring – looking after self, others and the environment with kindness and compassion, leaving a legacy and building a sense of belonging</p> <p>Co-operation – working together with a positive and enthusiastic approach</p> <p>Respect – valuing everyone’s contribution, differences and diversity of backgrounds, abilities and beliefs and is inclusive</p> <p>Integrity – being honest, just, friendly, responsible and loyal according to our school values</p> <p>Fun – gaining enjoyment and pleasure from learning and play</p>
Environmental Context	<p>Ivanhoe East Primary School (IEPS) is located in a well-established residential area eight kilometres north-east of the Melbourne city centre.</p> <p>The school community greatly values education and there is an expectation of excellence in teaching and learning. As a well-regarded school IEPS offers a sequential and developmental curriculum from Foundation to Year 6.</p> <p>The staff and parents endeavour to cater for the development and needs of the whole child: their social, emotional, creative, academic and physical well-being and development. Students are encouraged to achieve their potential through a multi-faceted approach which ranges from a focus on literacy and numeracy skills to participation in innovative programs that challenge students to broaden their thinking. A</p>

	<p>range of programs that foster creativity, curiosity and an appreciation of the Arts, other cultures and physical activity complement the academic program. There are ample opportunities in the curriculum for students to experience diversity in academic and co-curricular learning activities including opportunities in Music, Choir, Concert Band and a String Program, and in a range of school and intra-school sporting programs. There is a record of consistently high student achievements in many diverse fields.</p> <p>The school is committed to continuous improvement which includes implementing research based teaching and learning models to address specific teaching and learning needs of each student in an orderly and safe environment. The development of resilient, confident and engaged students who are increasingly able to take responsibility for their learning and their behaviour in a context of high expectations features strongly in the ethos of the school.</p> <p>IEPS has outstanding facilities which include well resourced, purposefully designed learning centres. Recent major building projects have transformed the Senior School buildings and the Sport, Performing Arts and the Community and Education Centre (SPACE Centre) into state of the art learning facilities. The SPACE Centre contains a gymnasium, music rooms, meeting room, an Out of Hours Care Facility and a Performing Arts room. The Centre is fully utilised by the wider community after school and on weekends. The building projects have resulted in a contemporary learning environment and spaces that support both traditional classroom practices and a collaborative inquiry approach to learning. The school's infrastructure facilitates the integration of multiple technological approaches.</p> <p>The school grounds have been enhanced through the completion of two of the three stages of a Landscape Master Plan which have provided improved passive and active play areas which cater for imaginative, creative play. The third stage, currently underway, will upgrade the school oval.</p> <p>There are currently 550 students enrolled. The 19% of students with a Language Background Other Than English (LBOTE) is considered to be in the mid to high range for Victorian government schools. The Student Family Occupation (SFO) is 0.116 against a state median of 0.514 which indicates that the socio-economic status of the student population is in the high range. The school has 39.6 effective fulltime staff including a Principal and an Assistant Principal, 30.6 teachers, 3.6 Education Support staff, and 3.2 Integration aides.</p>
Regulatory Context	The school is registered as meeting all the standards of the Victorian Registration and Qualifications Authority (VRQA)
Service Standards	<p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i>

- *The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.*
- *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.*
- *All students will receive instruction that is adapted to their individual needs.*

Specific

- *The school will respond to all communication by parents and caregivers within a timely manner.*
 - *Parents will be engaged regularly when their child does not behave in a socially acceptable manner.*
 - *Students will play an active part in the development and review of the school's behavior policies.*
 - *All teachers will provide timely and targeted feedback to students on their work and progress.*
 - *The school is committed to actively building community partnerships with local government, educational institutions such as Mother of God Primary School and the local business community*
 - *The school will actively celebrate and acknowledge student effort, persistence and achievements.*
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Strategic Direction

Achievement		Key improvement strategies
Goals	To improve student outcomes in all aspects of literacy and numeracy and curiosity	<p>Priority - Excellence in teaching and learning Initiative - Building practice excellence</p> <ul style="list-style-type: none"> • <i>Build consistency, precision and rigour into teaching and learning practices through implementing the Powerful Learning Theories of Action Framework</i> • <i>Emphasise inquiry teaching in order to deepen student learning and increase curiosity.</i> • <i>Employ an array of Models of Practice such as Co-operative Learning Model and the Inductive Teaching Model</i> <p>Initiative – Curriculum Planning and Assessment</p> <ul style="list-style-type: none"> • <i>Align the current curriculum planning documents to the new Victorian Curriculum content</i> • <i>Strengthen teachers capacity to consistently use literacy and numeracy data analysis and diagnostic assessment information to inform practice and improve student learning</i> <p>Priority - Professional Leadership Initiative - Building Leadership Teams</p> <ul style="list-style-type: none"> • <i>Build the capacity of the school leaders (Team Leaders and Powerful Learning Leaders) to improve and influence teacher practice across the school and develop collective efficacy</i>
Targets	<ul style="list-style-type: none"> • For each student deemed capable to achieve at least one year's growth in learning as measured by a range of school selected data sources and NAPLAN • To improve the percentage of students making high relative gain on NAPLAN and school designed assessment measures (Pre- and post-assessment where appropriate) as well as standardised tests 	
Theory of action	<p>"When we take a particular action to improve student learning then we expect that action to have specific effects"</p> <p><i>Curiosity and Powerful Learning page 4</i></p>	

	Actions	Success criteria
<ul style="list-style-type: none"> • Year 1 	<ul style="list-style-type: none"> • Develop teachers' understanding of the Powerful Learning Theories of Action Framework with a focus on learning intentions, narrative and pace and commit to assessment for learning alongside developing teaching and learning protocols • Staff and Council to develop a school improvement narrative • Provide extensive professional learning to improve teacher practice and increase collective and individual efficacy • Develop and implement Team Planning Protocols which include the regular use of data to inform teaching • Review peer observations which provides targeted and valuable feedback to teachers on their teaching practice • Establish an Assessment and Data Team to ensure validity of data, its effective use to provide differentiated teaching, professional development support for teachers and enable high level tracking of all students' performance in literacy and numeracy • Begin to align literacy and numeracy curriculum planning documents to the new Victorian Curriculum Content and implement • Powerful Learning Leaders undertake extensive professional development to build their capacity as leaders and lead others to improve teaching and learning • Through Professional Learning Action Teams and designated pupil free days ensure increased literacy and numeracy professional learning delivered by experts and also through collaborative sharing of staff 	<ul style="list-style-type: none"> • Quality learning intentions, narrative and pace used consistently by all staff • School Narrative developed which shows where we are at and where we wish to be • Teacher feedback from –Staff Opinion Survey – Increase in Teacher Efficacy variable • Teachers hold themselves and others accountable for implementing Team Planning Protocols. • Teachers report a high level of professional growth from targeted feedback gained from peer observation sessions • Through the P&DP process every teacher will be able to confidently explain how data has informed their planning and teaching and be able to show tracking of every student's performance. • Teachers accurately report against Victorian Curriculum content in literacy and numeracy, mid-year and end of year • Powerful Learning initiatives evident in team planning and also changes in teaching practice in relation to use of data and learning intentions • Increase in Staff Opinion Survey – Teacher Collaboration variable

<ul style="list-style-type: none"> • Year 2 	<ul style="list-style-type: none"> • Continue to develop teachers' understanding of the Powerful Learning Theories of Action Framework and continue to develop challenging learning tasks • Continue to refine use of data and tracking of student progress with leadership from Professional Learning Action Team - Assessment and Data • Continue to implement Peer observations and refine precision of feedback • Complete alignment of curriculum planning documents to the new Victorian Curriculum Content and implement • Commit to an Inquiry Model of Practice when implementing the Victorian Curriculum • Powerful Learning Leaders continue to undertake extensive professional development to build their capacity as leaders and lead others to improve teaching and learning 	<ul style="list-style-type: none"> • Through the P&DP process every teacher will be able to confidently explain how data has delivered more rigorous planning and precise teaching and be able to show tracking of every student's performance. • Teachers demonstrate increased capacity and confidence in giving and receiving targeted feedback • Teachers accurately report against all aspects of Victorian Curriculum content in literacy and numeracy, mid-year and end of year • Student feedback • Refine planning documents that reflect an agreed Inquiry Model of Practice • See increasing evidence of Powerful Learning initiatives in team planning and also further changes in teaching practice
<ul style="list-style-type: none"> • Year 3 	<ul style="list-style-type: none"> • Continue to refine use of data and tracking of student progress • Continue to implement Peer observations and refine precision of feedback • Refine Co-operative Learning Model of Practice • Continue to develop challenging learning tasks 	<ul style="list-style-type: none"> • Through the P&DP process every teacher will be able to confidently explain how data has delivered more rigorous planning and precise teaching and be able to show tracking of every student's performance. • Teachers demonstrate increased rigour in their teaching due to feedback • A range of Co-operative Learning strategies are evident in team planning and classroom practice. • Student feedback

	<ul style="list-style-type: none"> Continue to refine an Inquiry Model of Practice in partnership with teachers from other schools Leaders at all levels undertake extensive profession reflection and development to lead others in improving teaching and learning 	<ul style="list-style-type: none"> Student Feedback Increase in Staff Opinion Survey variable of Professional Satisfaction and Supportive Leadership
<ul style="list-style-type: none"> Year 4 	<ul style="list-style-type: none"> Continue to refine use of data and tracking of student progress Engagement with peer observations and Peer observations to continue based on principles of Powerful Learning Continue to refine Co-operative Learning Model of Practice Revisit Inquiry Model of Practice adoption to ascertain degree of application Leaders at all levels undertake extensive profession reflection and development to lead others in improving teaching and learning 	<ul style="list-style-type: none"> Through the P&DP process every teacher will be able to confidently explain how data has delivered precision and rigor in planning and teaching and be able to show tracking of every student's performance Teachers Staff Opinion Survey – increase in Teacher Collaboration An expanded range of Co-operative Learning strategies are evident in team planning and classroom practice. Data from Powerful Learning Survey P&DP's and Increase in Staff Opinion Survey variable of Professional Satisfaction and Supportive Leadership Staff Opinion Survey

Engagement		Key improvement strategies
Goals	For all students to be highly connected, motivated and engaged in their learning.	<ul style="list-style-type: none"> Continue to build on the existing high levels of student engagement through the increased use of inquiry and stimulating curious thinking Expand upon authentic student feedback strategies in teaching and learning through the development and implementation of a
Targets	To improve upon the student engagement results collected in 2015 through the school devised Student Well-being Survey. To improve on the 2015 Student Attitude to School Survey scores in Connectedness to School, Learning Confidence and Stimulating Learning.	

Theory of action	<i>"When schools provide high expectations and authentic relationships then curiosity will flourish"</i> <i>Curiosity and Powerful Learning Page 5</i>	whole school feedback model.
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Challenging Learning tasks reflect real life and authentic learning experiences Differentiation of learning tasks Commence research and development of a whole school student feedback model (John Hattie model) 	<ul style="list-style-type: none"> Evidenced in teaching sessions and planning documents Student feedback on the quality of learning tasks Teachers using student learning data to plan appropriate tasks Evident in planning documents and teaching sessions C&PL Team present various feedback models to staff
Year 2	<ul style="list-style-type: none"> Continue the development of a whole school student feedback model (John Hattie model) Externally provided professional learning in the implementation of the Inquiry model 	<ul style="list-style-type: none"> A draft Scope and Sequence of feedback strategies across the school is developed Staff feedback indicates increased confidence in understanding and planning for Inquiry units.
Year 3	<ul style="list-style-type: none"> Implement the whole school feedback model Implement the Inquiry model in the Integrated units of Learning 	<ul style="list-style-type: none"> Staff and student school-based survey on effectiveness of the feedback model Student feedback on levels of engagement
Year 4	<ul style="list-style-type: none"> Inquiry model approach used in teaching across the school 	<ul style="list-style-type: none"> Feedback from the Parent Opinion Survey on student engagement

Wellbeing		Key improvement strategies
Goals	To develop resilient and self-aware students with a growth mindset who contribute to building a respectful, harmonious and supportive environment	<ul style="list-style-type: none"> Review the Code of Cooperation to ensure clear procedures and the delivery of a

Targets	To improve upon the student well-being results collected in 2015 through the school devised Student Well-being Survey To improve on the 2015 Student Attitude to School Survey in Student Morale and Classroom Behaviour scores	<p>consistent whole school behaviour management approach</p> <ul style="list-style-type: none"> • Continue to embed the school's comprehensive well-being approach which is based on the school values • Use the Curiosity and Powerful Learning Framework to build resilient, curious and confident student learners.
Theory of action (optional)	<i>When we connect feedback to data about student actions and performance Then behaviour will be more positive, progress will accelerate, and curiosity will be enhanced</i>	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Introduce and provide professional development for staff and parents on the concept of creating a 'Growth Mindset' in the school culture • Design and trial a new Code of Cooperation based on school values, current practice and strategies gained from work with Jenny McKay in consultation with students • Revisit the Start Up program to strengthen staff understanding of the school approach to wellbeing. • Explore different options for use of external providers to work with students, staff and parents on increasing student resiliency 	<ul style="list-style-type: none"> • Growth mindset language being used by teachers and students, with examples evident in classrooms, information distributed to parents via Bulletin articles, Monday assemblies and Celebration Assembly • Code of Cooperation booklet launched with students and parents before the end of the year. • Delivery of the Start Up program and Celebration Assembly items which reflect school values. • Feedback from staff, parents and students through a school designed survey to establish benchmark data on resiliency
Year 2	<ul style="list-style-type: none"> • Growth mindset is included in the Start Up program at the beginning of the year and expanded across the school year through Parent Information evening and staff professional learning • Implement the Code of Cooperation across the school 	<ul style="list-style-type: none"> • Start Up program activities, growth mindset language, Celebration assembly and classroom displays reflects a change in fixed mindset. • Staff and students can articulate school expectations and behavioural norms related to values.

	<ul style="list-style-type: none"> Continue the work with students, staff and parents on increasing student and community resiliency 	<ul style="list-style-type: none"> Survey data on resiliency improves
Year 3	<ul style="list-style-type: none"> Continue to embed Growth mindset as part of the daily language used by teachers and students and continue to distributed information to parents via Bulletin articles, Monday assemblies and Celebration Assembly Continue to embed the Code of Co-operation and refresh practices with staff professional learning Continue the work with students, staff and parents on increasing student and community resiliency 	<ul style="list-style-type: none"> Start Up program activities, growth mindset language, Celebration assembly and classroom displays reflects a change in fixed mindset Staff and students can articulate school expectations and behavioural norms related to values. Survey data on resiliency improves
Year 4	<ul style="list-style-type: none"> Review effectiveness of Growth Mindset strategies Review Code of Co-operation Evaluate effectiveness of resiliency programs 	<ul style="list-style-type: none"> Growth Mindset strategies successfully embedded in school culture as evidence by School Review Parent and Student surveys Code of Co-operation reviewed with parent, staff and student input and re-launched. Survey data on resiliency shows an improvement on baseline data

Productivity		Key improvement strategies
Goals	To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning and well-being.	Ensure that resources are aligned to deliver the goals and targets outlined in the Strategic Plan. Development of whole school professional learning plan which aligns staff development with school improvement goals Maintenance of grounds and facilities across the school
Targets	To increase levels of teacher collaboration in Staff Opinion Survey	

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • The school will fund priorities aligned with the Strategic Plan 2016-2019 goals and targets and the A.I.P. priorities • Workforce Plan will be aligned to SSP and AIP ensuring allocation of support staff to prioritised learning areas and student's point of need. • Development of whole school professional learning plan which aligns staff development with school improvement goals • Staff P&DP's to align with SSP and AIP • Continued engagement of educational consultants and critical friends to support staff PD and learning • Be a part of a Professional Learning Community and participate in cross network activities and PD relating to C&PL • Maintenance of grounds and facilities across the school and complete re-development of Oval area 	<ul style="list-style-type: none"> • Program budgeting documentation to be reflective of support for school priorities • Provision of support staff in Literacy and Numeracy aligned to Workforce Plan • Document distributed to all staff and acted upon • As evident in individual P&DP plans • Staff Opinion Survey feedback – variables of Teacher Efficacy and Collaboration improve • Attendance records • Facilities and Landscape Master Plan enacted Completion of next stage of Landscaping Master Plan which includes oval upgrade, installation of a running track, new steps to Robin Hood Rd
Year 2	<ul style="list-style-type: none"> • The school will fund priorities aligned with the Strategic Plan 2016-2019 goals and targets and the A.I.P. priorities • Workforce Plan will be aligned to SSP and AIP ensuring allocation of support staff to prioritised learning areas and student's point of need. • Development of whole school professional learning plan which aligns staff development with school improvement goals • Staff P&DP's to align with SSP and AIP 	<ul style="list-style-type: none"> • Program budgeting documentation to be reflective of support for school priorities • Provision of support staff in Literacy and Numeracy aligned to Workforce Plan • Document distributed to all staff and acted upon • As evident in individual P&DP plans • Staff Opinion Survey feedback – variables of Teacher Efficacy and Collaboration improve

	<ul style="list-style-type: none"> Continued engagement of educational consultants and critical friends to support staff PD and learning Be a part of a Professional Learning Community and participate in cross network activities and PD relating to C&PL Maintenance of grounds and facilities across the school 	<ul style="list-style-type: none"> Attendance records Facilities Plan enacted
Year 3	<ul style="list-style-type: none"> The school will fund priorities aligned with the Strategic Plan 2016-2019 goals and targets and the A.I.P. priorities Workforce Plan will be aligned to SSP and AIP ensuring allocation of support staff to prioritised learning areas and student's point of need. Development of whole school professional learning plan which aligns staff development with school improvement goals Staff P&DP's to align with SSP and AIP Continued engagement of educational consultants and critical friends to support staff PD and learning Be a part of a Professional Learning Community and participate in cross network activities and PD relating to C&PL Maintenance of grounds and facilities across the school 	<ul style="list-style-type: none"> Program budgeting documentation to be reflective of support for school priorities Provision of support staff in Literacy and Numeracy aligned to Workforce Plan Document distributed to all staff and acted upon As evident in individual P&DP plans Staff Opinion Survey feedback – variables of Teacher Efficacy and Collaboration improve Attendance records Facilities Plan enacted
Year 4	<ul style="list-style-type: none"> The school will fund priorities aligned with the Strategic Plan 2016-2019 goals and targets and the A.I.P. priorities Workforce Plan will be aligned to SSP and AIP ensuring allocation of support staff to prioritised learning areas and student's point of need. 	<ul style="list-style-type: none"> Program budgeting documentation to be reflective of support for school priorities Provision of support staff in Literacy and Numeracy aligned to Workforce Plan

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