

Strategic Improvement Plan 2021-2024

Ivanhoe Central School 2213



School vision and context

School vision statement

At Ivanhoe Central School we strive to develop individual, independent, confident and accomplished learners. Our students, staff and community work cooperatively to create an environment of mutual respect to ensure that every student is known, valued and cared for.

School context

Ivanhoe Central School is an inclusive country school located between Broken Hill and Griffith. The school has excellent facilities, which include well-resourced classrooms, attractive surroundings and a proudly maintained, productive Outback Adventure Farm.

The school's role in the community is a pivotal one, providing and supporting many services that would otherwise be unavailable. Enrolment of 28 students includes 60% Aboriginal and Torres Strait Islander students. A motivated primary staff and specialist secondary staff deliver an integrated science and technology curriculum K-12. The student driven curriculum provides opportunities for the students to engage in STEM, VET, creative and performing arts.

Primary is delivered through multi-stage classes and Secondary school through single stage classes. Stage 6 is delivered through the Wilvande Access Program.

In the development of this plan consultation has taken place with all relevant stakeholders including students, staff, parents and the wider community.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure a strong emphasis on embedding quality teaching practices through ongoing engagement in research and evidence that promotes a consistent school understanding of reading and numeracy development driven through quality student assessment.

Improvement measures

Target year: 2022

Improvement in the percentage of students K-12 in the top two bands in reading by 5%.

Improvement in the percentage of Aboriginal students K-12 in the top three bands in reading by 5%.

These are Griffith Network combined system negotiated targets.

Target year: 2022

Improvement in the percentage of students K-12 in the top two bands in numeracy by 5%

Improvement in the percentage of Aboriginal students K-12 in the top three bands in numeracy by 5%

These are Griffith Network combined system negotiated targets.

Initiatives

Student Assessment is Every Day Practice

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

All Students Can and Will Improve

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Success criteria for this strategic direction

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

Professional learning is differentiated and aligned with the Strategic Improvement Plan and its impact on quality teaching and student learning outcomes are evaluated.

Explicit processes are in place to monitor students' learning improvement and growth.

Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Evaluation plan for this strategic direction

Question: What has been the impact of data-driven practices and quality teaching on improving student learning in reading and numeracy?

Data: Learning Progressions - PLAN 2 data, NAPLAN data, School-developed Assessment data, Check In Assessment data, Staff Professional and Development Plans, classroom observations, professional learning feedback and feedback from students.

Analysis: Monitoring of progress and implementation within activities for the duration of the plan.

Implications: Future directions will be determined by regular and rigorous progress monitoring.

Strategic Direction 2: Educational Leadership for Effective Classroom Practices

Purpose

To improve reading outcomes and student learning engagement, a collaboratively led professional learning community is focused on continuous improvement of teaching and learning.

Improvement measures

Target year: 2022

Improvement in the percentage of students K-12 achieving expected growth in reading to be greater than 60%.

Improvement in the percentage of students K-12 achieving expected growth in numeracy to be greater than 60%.

Target year: 2022

Improvement in the percentage of Aboriginal students attaining a HSC by a minimum of 27% from baseline data.

Improvement in the percentage of students in the top three bands in HSC by 10%.

Griffith Network combined system negotiated targets.

Target year: 2022

Improvement in students K-12 attending school 90% of the time by 20%.

Improve the school's whole school attendance rate by 3%.

Initiatives

Leading for Excellence in Reading

School leaders will drive embedded research-based and evidence informed practices in reading across the school and will lead to ensure effective methods are identified, promoted and modeled through quality curriculum provision.

Data use and effective classroom practice

Development and implementation of a school wide system where staff analyse, interpret and extrapolate data and they use it collaboratively to inform planning, identify interventions and modify teaching practices and ongoing learning and wellbeing supports for students.

Success criteria for this strategic direction

Teaching and non-teaching staff proactively seek to improve their performance in a highly collaborative culture of staff learning.

The leadership team will apply skills and knowledge gained from capacity development programs and confidently and successfully implement principles of evaluative thinking to inform continued improvements across the school.

Teachers clearly understand, develop and apply a full range of assessment strategies and reflect on teaching effectiveness.

Consistent and comparable judgement of student learning across the school that identifies skill gaps in learning and areas for extension.

Evaluation plan for this strategic direction

Question: What has been the impact of school leadership on improving teacher capability and student outcomes?

Data: Learning Progressions - PLAN 2 data, NAPLAN data, Assessment data, Check In Assessment data, Staff Professional and Development Plans, classroom observations, professional learning feedback.

Analysis: Monitoring of progress and implementation

Implications: Future directions will be determined by regular and rigorous progress monitoring.