

School Strategic Plan 2021-2025

Elphinstone Primary School (0220)



Submitted for review by Brendan Stewart (School Principal) on 15 October, 2021 at 11:49 AM

Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 15 October, 2021 at 02:18 PM

Endorsed by Trinity Mawson (School Council President) on 01 December, 2021 at 01:17 PM

School Strategic Plan - 2021-2025

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School vision	We aim to inspire our students with a love of learning in a nurturing environment. We will provide an education catering for each student's academic, social, emotional and physical needs so that they can reach their full potential. The school values integrity, responsibility and respect.
School values	<p>Our purpose is underpinned by our three values:</p> <p>Care for Self Each student should strive to be of good character, to be honest and truthful and have pride in what they do. Each and every member of our school community should be accountable for their actions, effort and behaviour.</p> <p>Care for Others We aim for inclusiveness and to show consideration, empathy, attentiveness and courtesy to others. We celebrate and embrace diversity, and value a sense of belonging within our community.</p> <p>Care for the Environment Students are thoughtful global citizens, caring for the environment around them and viewing the world through a lens of sustainability. We care for and respect our school, and acknowledge the traditional owners of the land on which we learn and play, the Dja Dja Wurrung People.</p>
Context challenges	<p>Elphinstone Primary School is located in a small rural community in Central Victoria, 50 km south of Bendigo. The nearest sizable town is Castlemaine, approximately 15 km to the west. Castlemaine provides the community with access to secondary education, shopping, health care, and a broader range of community and sporting services. The current enrolment has stabilised at 21 students with a slight increase during the review period. The Student Family Occupation index in 2020 is 0.2 which is very close to the statewide mean.</p> <p>Elphinstone Primary School opened in 1856 and in 2013 celebrated 150 years as a rural education provider, a significant celebration for the community. School buildings comprise an historic brick structure providing open classroom space, a staffroom and administration office. The recent addition of a mod 5 open plan classroom with modern furniture and fittings enables staff and</p>

	<p>students to work together in more flexible ways.. Situated on a well-maintained two-hectare site, the school provides an appealing environment that is stimulating and safe. It comprises substantial open space, treed areas, passive and active recreational activities with a large oval for football, cricket facilities, playground equipment and a circular track used for walking, cross country running and bike education . There is provision for tennis, basketball and netball with an amphitheatre for whole school participation in assemblies and performances. Native gardens and a small productive vegetable garden are being developed. The school community has presented an appealing, attractive and well-</p> <p>The Panel noted the transient enrolment of some students and that several had attended two or three different schools prior to Elphinstone Primary School. Teaching staff indicated that students arrived with different experiences and expectations, and varying literacy and numeracy skills which took time to evaluate and address. Some students also had a higher incidence of absence than others, which inhibited their capacity to progress. The Panel agreed that variation of school experience and attendance was a barrier for some students to meet expected growth</p>
<p>Intent, rationale and focus</p>	<p>Elphinstone Primary School will continue to focus on improving student learning and personal development. Our staff aim to maximise student learning outcomes, through a more deliberate identification of each student's next step in learning, which will lead to innovative approaches to personalising learning. This includes further developing teacher capacity to use assessment data to determine students point of need and refining teaching practice including interventions for students above or below expected levels. We will strive to develop a school climate and culture that identifies and activates student voice and agency, and provide opportunities for our students to become confident and independent learners.</p>

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Goal 1	Maximise learning growth for all students.
Target 1.1	<p>By the end of 2024, increase the percentage of students in the top two bands in NAPLAN over a rolling three-year average for:</p> <ul style="list-style-type: none"> • Year 3 Numeracy to 60 per cent from 50 per cent in 2019 • Year 5 Numeracy to 50 per cent from 29 per cent in 2019 • Year 3 Reading to 70 per cent from 67 per cent in 2019 • Year 5 Writing to 25 per cent from 17 per cent in 2019
Target 1.2	<p>By the end of 2024, the combined percentage of Years 1 to 6 students showing at or above expected growth in Victorian Curriculum teacher judgements will increase for:</p> <ul style="list-style-type: none"> • Reading and viewing to 67 per cent from 57 per cent in 2020 • Speaking and listening to 81 per cent from 71 per cent in 2020 • Writing to 60 per cent from 50 per cent in 2020 • Number and algebra to 81 per cent from 71 per cent in 2020.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Implement PLCs to strengthen planning for differentiation
Key Improvement Strategy 1.b	Investigate and implement expanded assessment and resources for reading.

Evaluating impact on learning	
Key Improvement Strategy 1.c Intellectual engagement and self-awareness	Explore and implement opportunities to identify and document a range of strategies to challenge high achieving students.
Goal 2	Strengthen student engagement
Target 2.1	In each year of the Strategic Plan, reduce the average number of days absent per student per year to less than the 2019 average of 8.5 days per year.
Target 2.2	By 2024, in the Parent Opinion Survey <ul style="list-style-type: none"> • increase the percentage of parents responding to 90 per cent from 35 per cent in 2020 • increase the percentage endorsement of Student voice and agency to 80 per cent from 73 per cent in 2019.
Target 2.3	By 2024, in the Student Attitudes to School survey increase the percentage positive endorsement of <ul style="list-style-type: none"> • Learning confidence to 80 per cent from 67 per cent in 2019 • Motivation and interest to 90 per cent form 83 per cent in 2019 • School connectedness to 85 per cent from 73 per cent in 2019 • Student voice and agency to 80 per cent from 67 per cent in 2019
Key Improvement Strategy 2.a	Develop, plan and implement opportunities for increased student agency and ownership of their learning

Intellectual engagement and self-awareness	
Key Improvement Strategy 2.b Building communities	Plan, document and implement coordinated strategies that engage all stakeholders and partners in learning