Elphinstone Primary School 220 Strategic Plan 2018-2022

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:	Brendan Stewart 27/11/17	....[name] .... [date]	....[name]..........................[date]
School council:	Deita Walters 27/11/17	....[name] .... [date]	....[name]..........................[date]
Delegate of the Secretary:	[name] [date]	....[name] .... [date]	....[name]..........................[date]

School vision	School values	Context and challenges	Intent, rationale and focus
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.	At Elphinstone our purpose is underpinned by our three values: **Integrity** All members of the school community - students, staff, parents and carers - should strive to be of good **character**, to be **honest** and **truthful**, to **care** for each other and have **pride** in what we do. **Responsibility** Each and every member of our school community should be **accountable** for their actions, effort and behaviour. **Respect** We aim for inclusiveness and to show consideration, empathy, attentiveness and courtesy to others.	**Context** 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 student enrolment had declined during the review period, to the current enrolment of 16. The school's Student Family Occupation (SFO) index is 0.3828. Elphinstone Primary School opened in 1856 and in 2013 celebrated 150 years as a rural education provider. 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 enables staff and students to work together in more flexible ways. Classrooms are fitted with interactive whiteboards and visualising cameras, used daily. Situated on a two-hectare site, the school comprises open space, treed areas, passive and active recreational activities with an oval for football, cricket facilities, playground equipment and a circular track used for energy breakthrough training. There is provision for tennis, basketball and netball with an amphitheatre for whole school participation in assemblies and performances. Native gardens and a small vegetable garden are being developed. The school has 2.0 Effective Full Time (EFT) teaching staff, a 0.4EFT Business Manager and a 0.2EFT Education Support Officer, teacher aide in 2017. Two classes operate, Foundation-2 and Years 3-6. Visual Arts, Italian LOTE, Information Communication Technology (ICT), Physical Education (PE), Drama and Music programs are provided for students using staff strengths and interests. A literacy intervention program has been implemented in the lower year levels. Parent and community volunteers support learning programs for small groups and individual students in the upper year levels, in a range of curriculum areas. **Challenges**	**Intent** Over the life of the strategic plan to improve student achievement, engagement and overall wellbeing. **Rationale** • If a whole school agreed approach to curriculum planning, instruction and assessment is developed and implemented then student learning growth, engagement and achievement will improve. • If the programs provided by Elphinstone PS are comprehensive, inclusive, and address the learning, engagement and wellbeing needs of all students, then community support for the school will be enhanced. • If the school builds student agency and ownership of their learning then student motivation, engagement and achievement will improve. **Focus** • Build teacher capacity and whole school consistency in instructional practice through targeted professional learning and coaching • Build teacher knowledge and understanding of the Victorian Curriculum including capabilities • Improving parent and community engagement • Develop a whole school understanding and the impact on school improvement through student agency.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To meet the personalised learning needs of each student and ensure strong learning growth in literacy and numeracy.	**FISO Priority:** Excellence on teaching and learning **FISO Initiative(s):** Building practice excellence Curriculum planning and assessment Evidence based high impact teaching strategies Evaluating impact on learning <u>Theory of action/Rationale</u> If a whole school agreed approach to curriculum planning, instruction and assessment is developed and implemented then student learning growth, engagement and achievement will improve.	<u>Key Improvement Strategies (KIS)</u> • Develop, document and embed in consistent practice an agreed research-based teaching and learning model and sequential curriculum. • Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. • Deepen teacher capacity to embed consistent and explicit high impact teaching strategies. <u>Proposed Actions</u> • Review and document the school's agreed instructional model based on high impact teaching strategies. • Plan professional learning and teacher feedback processes to build teacher skills. • Teachers' performance and development plans to have strong line of sight to the school's goals and targets. • Review and revise the school assessment schedule to ensure the accuracy of teacher judgements. • Provide teachers with scheduled opportunities to moderate student work samples within the school and across schools.	<u>Targets</u> 1. Teacher judgements Each student deemed capable to make the expected learning growth (based on Victorian Curriculum) over the period of the School Strategic Plan. 2. NAPLAN All students to achieve medium or high relative learning growth in reading, writing and numeracy each year of the SSP.

		• Teachers use student data to ensure learning is tailored to meet the learning stage and readiness of each student.	
To build strong and positive relationships between all members of the school learning community, including students, teachers, parents, carers and the wider community.	**FISO Priority:** **Community engagement in learning** **FISO Initiative(s):** **Building communities** **Networks with schools, services and agencies** **Parents and carers as partners** Theory of action/Rationale **If the programs provided by Elphinstone PS are comprehensive, inclusive, and address the learning, engagement and wellbeing needs of all students, then community support for the school will be enhanced.**	Key Improvement Strategies (KIS) • Strengthen communication and partnerships with the wider community. • Strategically implement DET initiatives related to student wellbeing and engagement. • Engage in professional learning communities through the network. Proposed actions • Establish regular activity-based events for pre-school aged students and their parents. • Promote the school's programs and extra-curricula activities to the local community. • Develop a community presence. • Access local learning networks and establish professional learning partnerships with other local schools to improve teacher practice. • Implement research based wellbeing programs.	Targets 1. Student Attitudes to School Survey Improve the percentage of positive responses to the following factors from 2017 benchmarks: *Effective teaching practice for cognitive engagement* • Stimulated learning • Classroom behaviour
To develop student agency and understanding of themselves as learners.	**FISO Priority:** **Positive climate for learning** **FISO Initiative(s):** **Empowering students and building school pride** **Intellectual engagement and self-awareness** **Setting expectations and promoting inclusion** Theory of action/Rationale **If the school builds student agency and ownership of their learning then student motivation, engagement and achievement will improve.**	Key Improvement Strategies (KIS) • Develop a whole school understanding of student agency. • Build opportunities for improved student voice in learning and understanding of their own learning process. • Expand opportunities for students to give and receive feedback, to set individual learning goals, to reflect and evaluate their learning. • Plan learning to promote the development of self-directed learners. Proposed actions • Include students in curriculum planning and school decision making. • Embed processes for student feedback on teaching and learning. • Develop a defined and regular student goal setting, self-assessment and reflection process. • Embed personalised learning. • Continue implementation of learning technologies to enhance student learning.	Targets 1. Student Attitudes to School survey Maintain or improve the percentage of positive responses to the following Positive climate for learning and Learner characteristics and dispositions factors from 2017 benchmarks: • Student voice and agency • Learning confidence • Motivation and interest • Self-regulation and goal setting